

# THE CATHOLIC SCHOOL *Journal*

Volume 59

Number 3

March, 1959

## Your Journal

This is the pre-convention issue of your JOURNAL. On pages 31-33 you will find an illustrated copy of most of the preliminary program of the 56th annual convention of the N.C.E.A. The Catholic Business Education Association also will meet at Atlantic City at the same time as the N.C.E.A. See Sister Janet's description of this association, on page 34.

This month you get double dividends from your subscription: you get the quarterly Management Section in addition to the regular C.S.J. features.

This is the season when fraudulent subscription agents begin their operations. Remember that the CATHOLIC SCHOOL JOURNAL has no subscription agents on the road.

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**Articles Indexed.** Articles in the CATHOLIC SCHOOL JOURNAL are indexed in *The Catholic Periodical Index*, in the Catholic magazine index of *The Catholic Bookman*, and in the *Wilson Educational Index*. — Entered April 20, 1901, as Second-Class mail matter in the Post Office at Milwaukee, Wis., under the Act of March 3, 1879. Published monthly except in July and August. Copyright, 1959, by The Bruce Publishing Company.

**Subscription Information:** Subscription price in the United States, U. S. possessions, and Canada, \$3.75 per year; two years, \$6.00; three years, \$8.25; payable in advance. In all foreign countries, \$1.00 per year extra. Single copies, 50 cents. Notice for discontinuance of subscription must reach Publication Office at Milwaukee at least fifteen days before date of expiration. Changes of address should invariably include old as well as new address. Complaint of nonreceipt of subscribers' copies cannot be honored unless made within fifteen days after date of issue. — **Editorial Contributions:** The editors invite contributions on education and on any subject related to the welfare of Catholic schools, e.g., methods of teaching, child study, curriculum making, school administration, school-building construction and upkeep. Manuscripts, illustrations, news items, etc., should be sent to the Publication Office in Milwaukee. Contributions are paid for at regular space rates.

The Catholic School Journal is published monthly except in July and August by

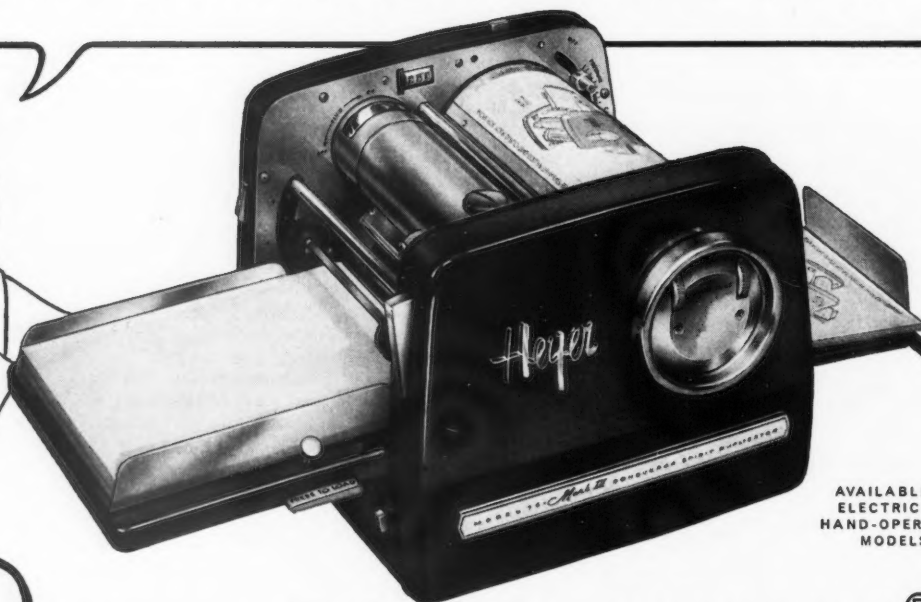
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400 North Broadway, Milwaukee 1, Wisconsin

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# Evaluations OF AUDIO-VISUAL AIDS

By Ella Callista Clark, Ph.D.

Editorial Consultant on Audio-Visual Aids

## DON'T MISS CAVE'S ANNUAL CONVENTION!

The Catholic Audio-Visual Education Association is planning an especially practical and inspirational program for the Atlantic City meeting. Program co-chairmen: Very Rev. Msgr. Leo J. McCormick, Ph.D., and Rev. Michael Mullen, C.M., are putting the finishing touches on a program which will provide many actual teaching demonstrations of the use of audio-visual aids to improve teaching in various subjects on many grade levels.

His Excellency Most Rev. Walter Curtis, S.T.D., auxiliary bishop of Newark, will deliver the keynote address entitled, "Seeing and Hearing— and Believing" at 10:00 a.m., March 31.

This is the eighth annual CAVE convention. Last year the classroom demonstrations and other special features drew capacity crowds; and based upon the current increase of interest in better teaching through use of audio-visual aids, it seems logical to expect that again this year standing room only may well be the lot of late arrivals at the various CAVE meetings.

## TEACHING FILM CUSTODIANS, INC.

25 W. 43rd St.

New York 36, N. Y.

### The Miracle of Our Lady of Fatima

10 min. color, 16mm. sound film. With the co-operation of the Catholic Audio-Visual Educators, TFC has admirably telescoped the tremendously impressive 90-minute color motion picture seen previously only in commercial motion picture theaters. The helpful *Teaching Guide* which accompanies the film lists the following purposes which the film may well achieve: (1) Provide an authentic visualization of the miracle of Our Lady of Fatima; (2) present the messages given by Our Lady to the three children; and (3) stimulate devotion to the Mother of God.

The film presents three of the 1917 Fatima apparitions. These are bridged together with title cards which unify the entire film very effectively. In the first scene Our Lady explains to the children that on the thirteenth day of each of the following five months she will appear to them. She also asks them to say the Rosary daily for peace. In the second scene we see the soldiers attempting in vain to disperse the crowd. Our Lady appears and predicts another war if people continue to offend God. She asks that Russia be consecrated to her, and promises

a sign in October which will provide a basis for people's belief in the apparitions. In the final scene, Our Lady, with 70,000 people gathered in a torrential rainstorm, tells the children that she is the Queen of the Most Holy Rosary. As she points toward heaven, the rain stops, the sun bursts forth and with terrifying impact on the gathered throng, it falls toward the earth. The finale of this scene shows the sun receding, and the throng of people kneeling in prayer. Our Lady has kept her promise to the children.

This unusually effective ten-minute film should, if students are well prepared in advance, have a tremendous impact on the mind, the imagination, and the emotions. It seems suitable for grade three through adulthood. It is dramatic, fast-moving, and convincing.

Since WarnerBrothers own the film, TFC is permitted only to license it for either 3 or 5 years to film libraries. Fees are \$100 for the 3-year period or \$120 for 5 years. Individual schools may also rent it for \$5.

CAVE and Rev. Michael Mullen, editorial consultant are, indeed, to be congratulated, on the production and availability of this most impressive excerpt of the outstanding 90-minute commercial film, the Miracle of Our Lady of Fatima.

## NEW YORK TIMES

Times Square

New York 36, N. Y.

### The Race for Space

This 59-frame black and white filmstrip issued for February, 1959, is one of a series on current affairs produced by the New York Times on a one-a-month basis during the school year. This series, as a whole, was described in detail in this section of the CATHOLIC SCHOOL JOURNAL in November, 1958.

Like the other filmstrips in this series, THE RACE FOR SPACE, is prepared for high school students. However, with the tremendous interest in this topic now as men are being recruited to accompany a forthcoming missile into space, students in junior high and upper elementary grades may well possess adequate readiness for effective utilization of this material.

The detailed discussion manual provides an informative, up-to-date background article, suggestions for using the filmstrip effectively, a list of questions for discussion, and a short, up-to-date bibliography. Furthermore, the manual reproduces the

picture and caption for each frame, and provides an informative and provocative verbal explanation.

## LANGUAGE ARTS, INC.

1111 So. Congress St.

Austin 4, Tex.

### David and Gloria Speech Series

Gloria and David Speech Series consists of 14 colored filmstrips of 20 frames each and 14 matching ten-inch double L P records with running time of 2½ minutes for each side. A musical note on the record indicates when to turn to the next filmstrip picture. The accompanying manual reproduces the sentences presented on the record and provides brief suggestions for the teacher as to what special errors to find.

The series is designed to help Spanish-speaking first-grade children to learn English without having a Spanish speaking classroom teacher. The pictures on the filmstrip show children in home, school, and other familiar settings in which they might be talking in the situations which are presented on the records first in Spanish and then slowly in English.

Several college teachers of Spanish who evaluated the series stated that they felt that the woman whose voice is reproduced on the records in both Spanish and English does creditably in both languages. Furthermore, the pace is slow enough so that first-grade children should be able to follow the words satisfactorily. There was some question as to whether the pictures on the filmstrips added a great deal to the recordings. However, they represent an attempt to establish for the children a mental picture of the setting in which the conversation takes place.

There are, and have been, differences of opinion among educators as to whether a teacher who knows Spanish can handle this training problem more effectively than one knowing no Spanish. This series attempts to consider these differences of opinion and accordingly employs Spanish to the extent deemed necessary to obviate the need of its use on the part of the classroom teacher.

In the limitation of the use of Spanish, consideration is given primarily to the need to provide meaning for the English sounds the child will hear and the identifying of objects and actions illustrated. This use of Spanish, though limited, is designed to eliminate feelings of inferiority, in mixed classes, on the part of the Spanish-speaking child.

(Continued on page 6)

## Audio-Visual Aids

(Continued from page 5)

The producers of the series state, "Vocabulary contains approximately 550 words. Size and content of the vocabulary is the result of the selecting of useful words necessary to the reiteration of *problem sounds*. A secondary consideration, the maintaining of narrative interest, adds a few words that do not contain problem sounds. The resulting vocabulary is considered to be generally first-grade level."

Cost of the entire series is \$125.

In response to numerous requests from teachers interested in preparing their own audio-visual aids with which to improve their classroom teaching, the following films and handbook are evaluated in this issue.

### INDIANA UNIVERSITY AUDIO-VISUAL CENTER

Bloomington, Ind.

A series of nine 16mm. sound motion picture films and a handbook have been designed to strengthen instruction and the communication process by providing basic content for workshops, teacher meetings, clinics, institutes, and courses in the preparation of inexpensive audio-visual ma-

terials. A description of each of the nine films follows:

#### I. WET MOUNTING PICTORIAL MATERIALS

12 minutes, sound, color, \$100; black and white, \$50.

Shows step-by-step details of the complete process of wet mounting on cloth, develops an appreciation for the importance of preparing materials for use in a variety of situations, and demonstrates one way of preparing materials which may be expected to undergo much handling.

Shows selecting a map to be mounted, mixing the paste, preparing the map, tacking the cloth backing to the working surface, and applying the paste. Emphasizes the proper method of rolling to spread the paste evenly and shows one method of finishing the edges. Shows how to handle materials drawn with non-color-fast inks and how to add a fixative to the paste.

Concludes by showing several methods of displaying and using the mounted materials including flip or turnover charts, opaque projection strips, and wall charts.

#### II. PASSE PARTOUT FRAMING

10 min., sound, color, \$100; black and white, \$50.

Explains the method of framing flat and object materials using a transparent cover, a picture, a cardboard backing, and a tape binding.

Shows variations of the basic process when framing three-dimensional materials.

Concludes by showing numerous uses of passe partout materials and the means of displaying and filing them.

#### III. LETTERING INSTRUCTIONAL MATERIALS

20 min., sound, color, \$150; black and white, \$75.

Surveys easy-to-use lettering methods and shows how the inexperienced person can use the wide variety of methods for lettering on signs, posters, bulletin boards, displays, and materials for projection.

Demonstrates lettering techniques using rubber stamp letters; cutout letters; stencils; pens and lettering guides; mechanical lettering systems; and projection and photographic reproduction.

Concludes with a visual review of these many lettering methods.

#### IV. BETTER BULLETIN BOARDS

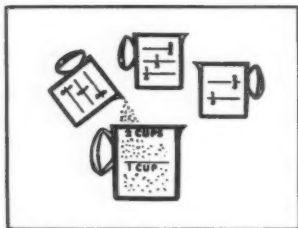
13 min., sound, color, \$100; black and white, \$50.

Deals with the creation and use of bulletin boards to do particular jobs of communicating and considers the educational values of pupil participation in planning and use.

Emphasizes catching and holding the viewer's eye through attention to such details as placement, size, and design. Points out choices of materials, mounting devices, and lettering, and suggests means of integrating them into effective design patterns.

(Continued on page 10)

Arithmetic is easy —  
if you know what you're doing  
—and why!



## Seeing Through Arithmetic

HARTUNG • VAN ENGEN • KNOWLES

makes sure that children actually see what is happening in arithmetic at every step by using pictures in a new way—to illustrate and move with the lesson.

And *Seeing Through Arithmetic* gives the kind of thorough preparation that allows children always to understand and to think as they work.

See the complete *Seeing Through Arithmetic* program at the N.C.E.A. Convention — Booth E-2 — E-4.



Catholic Schools Department  
Edward J. Fletcher, Manager

### Scott, Foresman and Company

Chicago 11 Atlanta 5 Dallas 2 Palo Alto Fair Lawn, N.J.



Filmstrip frame courtesy of Society of Visual Education, Inc., Chicago 14, Ill.

## Teach More Effectively with a Graflex-SVE SCHOOL MASTER

FILMSTRIP AND  
SLIDE PROJECTOR

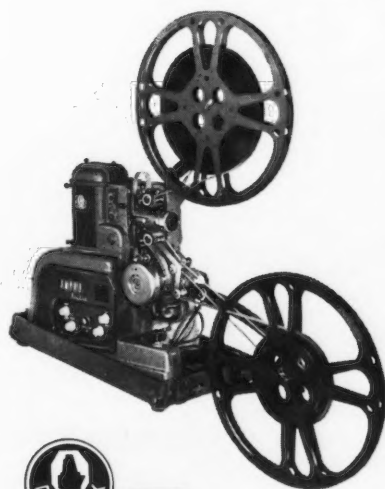
When you use a School Master, you have several distinct advantages over less fortunate teachers. Your filmstrip or slide presentations are more effective. Knowledge is more easily retained. Attention and interest are kept at a high level. A School Master gives you the most brilliant projection ever achieved in a classroom projector. Your pupils can see vividly what you are talking about. It makes teaching . . . and learning . . . so much easier!

- Most brilliant projection ever achieved in a classroom projector
- Shows filmstrips and can be quickly converted for 2" x 2" slides
- Simple threading and framing
- Powerful 4-blade fan keeps film cool
- Optical system removes as a unit for cleaning
- Handy built-in carrying handle
- 500 watt and 750 watt models
- Available, also, in remote control models

Priced from \$84.50



School Master is shown with accessory rewind take-up



### GRAFLEX AMPRO\* SUPER STYLIST 16 MM SOUND PROJECTORS

These finely engineered, precision-built projectors are the mainstay of audio-visual programs. They're built for hard, dependable usage and they have features that recommend them to the most critical. Here are a few:

- Project either sound or silent films
- Extremely easy to thread
- Triple-claw movement feeds even badly damaged film without loss of loops
- Quiet operation
- All parts easily accessible for cleaning
- All film bearing surfaces "flame-plated" to protect film
- 750 watt lamp for brilliant pictures
- Super fidelity, full-bodied sound
- All single unit projectors include speaker in carrying case

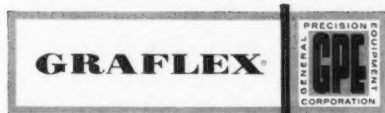
Priced, including speaker, from \$459.50

### SVE "E-Z" VIEWER

for convenient previewing of single-frame filmstrips.

- Self-contained
- 3-times enlargement
- Folding stand permits 45° viewing angle
- Positive sprocket advance
- Easy to thread
- Size: only 4½" wide, 2¾" high, 5¾" long. Weight, 24 ounces Only \$14.95

For additional information on equipment shown, write Dept. CS-39, Graflex, Inc., Rochester 3, N.Y. A subsidiary of General Precision Equipment Corporation.



\*Trade Mark. Prices are subject to change without notice.



this is the new IBM Electric







Excitingly new on the outside, with its smart low profile and sculptured look—the new IBM Electric typewriter is equally new inside, with 28 important engineering advances. Teachers will be delighted with its styling and efficiency, and with the way it helps students learn faster—with fewer errors. Administrators will be impressed with its durable, dependable, easy to maintain performance. In all the world, this is the finest teaching typewriter!



# IBM



WE ARE PLEASED TO ANNOUNCE THAT  
***a unique Geography Program***

FOR CATHOLIC ELEMENTARY SCHOOLS IS NOW IN PREPARATION, AND TO PRESENT OUR EDITORIAL ADVISORS IN THIS UNDERTAKING:

**Dr. Kenneth Bertrand**

Geography Consultant. Chairman of the Department of Geography, The Catholic University of America, Washington, D. C.

**Mr. Joseph F. X. McCarthy, M.A.**

General Consultant in the teaching organization of *The Series*. Co-author of *Man the Citizen*, experienced high school Social Studies teacher and elementary school principal.

The CTD Geography Program is authentic geography in scope, content and presentation, informed by a Christian vision of the earth and man's life on it. Expertly conceived by outstanding educators and geographers, the Program aims to develop a growing understanding of the physical world and a recognition of the riches of the earth that God has created as man's home. Appropriate emphasis is placed on the grade-by-grade development of concepts and skills that embody and represent sound geography teaching. Beginning with Grade 4, the Program includes a text, workbook, manual, testing and carefully planned maps and atlases — materials specially prepared to enable teachers to provide new insights and more perfect learning for their pupils. The entire Program will be complete by the Fall of 1961.

READY FOR CLASSROOM USE, SEPTEMBER, 1959:

**GRADE 3:**

**Sister Mary Celeste, O.P.**

Saint Agnes Convent, Sparkhill, New York

**GRADE 4:**

**Sister Mary Fidelis, O.S.F., M.A.**

Franciscan House of Studies, Stella Niagara, New York

Research Assistant, Sister Mary Beatrice, S.S.N.D., M.A.

Holy Family Convent, Rochester, New York

N.C.E.A. Convention: Booths G32 and G34. Area Representatives will be in attendance.

**Doubleday & Company, Inc.**

Catholic Textbook Division, 575 Madison Avenue, New York 22

## *Audio-Visual Aids*

(Continued from page 6)

### V. HOW TO MAKE HANDMADE LANTERN SLIDES

21 min., sound, color, \$150; black and white, \$75.

Demonstrates the production of seven basic types of 3¼ by 4 in. slides — clear and etched glass, plastic, translucent paper, cellophane, gelatine, and silhouette. Shows a variety of materials for coloring and shading.

Points out sources of picture materials and shows production techniques, such as placement of copy, proper sharpening of crayons and pencils, use of margin guides and lightboxes, and testing by projection. Demonstrates binding methods.

Reviews the basic techniques and shows pupils making handmade slides for a variety of learning situations.

### VI. PHOTOGRAPHIC SLIDES FOR INSTRUCTION

11 min., sound, color, \$100; black and white, \$50.

Shows the preparation and use of slides made by the photographic process. Shows the wide range of materials that can be copied from books and magazines.

Illustrates the use of color and black and white film in indoor and outdoor situations. Shows flash photography, copying, and the use of Polaroid transparency film for making slides in a variety of subject areas.

### VII. HANDMADE MATERIALS FOR PROJECTION

20 min., sound, color, \$150; black and white, \$75.

Shows how the basic principles of transparency, translucency, and opaqueness can be applied to the preparation of teaching materials for use in overhead, standard slide, and opaque projectors.

Introduces classroom teachers who demonstrate a variety of techniques and materials for inexpensive projected materials: carbon film, dot-dusted stencils; coated acetate; adhesive shading and coloring materials; and transfer of magazine pictures to acetate.

### VIII. HIGH CONTRAST PHOTOGRAPHY FOR INSTRUCTION

14 min., sound, color, \$100; black and white, \$50.

Explains the process of making negatives and prints on high contrast film. Shows, in various subject-matter areas, the preparation and duplication of materials for making slides, large transparencies, and paper prints.

Demonstrates techniques of making a photogram; copying a line drawing from a

(Concluded on page 12)

HOW CAN YOU AFFORD BUSINESS MACHINES  
FOR YOUR BUSINESS STUDENTS

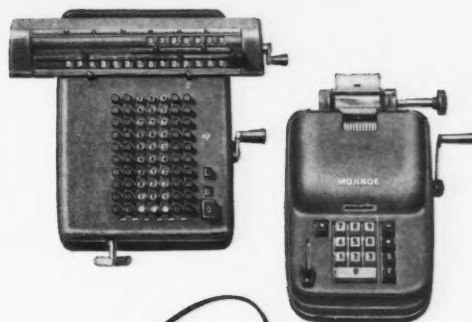


**HERE'S A NEW SOLUTION:** Monroe's Three for One Plan. For every "Educator" calculator or "Little Giant" adding machine you buy, Monroe loans you two more for a period of two years, with the verbal understanding that you buy one at the end of the first year, the other at the end of the second. You actually get the use of three "Educators" or "Little Giant" adding machines for the price of one. And the purchase price is low enough for lean high school budgets.

With Monroes in the classroom, high school teachers find students take a livelier interest in office practice courses... and are prepared to handle machines in a business office. School administrations, too, have found Monroe figuring machines save them time and money by cutting paper work in half.

Ask your man from Monroe to supply all the details today.

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**MONROE**

for CALCULATING  
ADDING • ACCOUNTING  
DATA PROCESSING MACHINES

Monroe Calculating Machine Company, Inc., Sales and service in principal cities everywhere. General offices, Orange, N. J.

## Audio-Visual Aids

(Concluded from page 10)

book; preparing and making photo copies of material assembled on a flannel board; and menu board and a "paste-up."

Shows various means of coloring, as well as the techniques of combining two negatives and of making multiple copies.

### IX. TAPE RECORDING FOR INSTRUCTION

15 min., sound, black and white, \$75.

Shows the basic techniques of making good tape recordings and suggests various methods of utilizing these recordings.

Compares the results of recordings made with different microphone situations and different acoustical conditions. Illustrates editing techniques and demonstrates the principles of dual and single track recording.

Illustrates setting up a recorder, threading the tape and provides suggestions for simple maintenance of the machine.

A GUIDE FOR USE WITH THE INDIANA UNIVERSITY FILM SERIES, Cost \$2

This one hundred page, 8 by 11 in. 1958 handbook designed to accompany the nine films described above is an attempt to contribute to professional growth in more effective communication.

Good teachers have long recognized the value of preparing materials to meet specific communication needs in their classes. Leaders in business, industry, government, and the military services often face similar needs. It is the purpose of this guide to help all such persons improve their communication to groups by making their own audio-visual materials.

The handbook, especially usable for workshop or laboratory purposes, contains further illustrations and diagrams of the techniques presented in the films. This low cost, well organized, practical publication should be of special value to the teachers in any school.

# School-quip

BY YARD-MAN

## ECONOMICAL DURABLE

School-quip furniture is specifically suited to meet the seating requirements in the classrooms of today. Each chair and desk in this complete line is correctly styled and built to last. They fit into your budget and can be depended upon in your plans for future expansions.

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**LIFTING LID DESK  
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**TABLET ARM CHAIR,  
MODEL 901**

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**SAFETY CHAIR  
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Contour shaped for correct posture, 8 seat heights from 11" thru 18".



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**STUDY DESK  
MODEL 904**  
18" x 24" plastic top; 10 heights from 21" thru 30".



**OPEN FRONT DESK, MODEL 903**

18" x 24" roomy top, 10 heights from 21" thru 30".



## New Books of Value to Teachers

### Sharing Experiences in Creative Teaching

By 14 Contributors. Paper, 36 pp. Illus. Geo. A. Pflaum, Publisher, Inc., 38 W. Fifth St., Dayton 2, Ohio.

This handbook was prepared to illustrate ways in which classroom periodicals—specifically *Our Little Messenger*, in separate editions for grades 1, 2, and 3—can be used as a definite and valuable teaching aid.

Subjects discussed include: A Lead to Creative Teaching; Christian Education Provides for the Needs of the Whole Child; Appraising and Developing Reading Readiness as a Foundation of a Successful Reading Program; Formation of the Young Christian; Working With the Retarded Reader; Visual Skills in Reading; Creative Art Experience; What Music Means to Young Children; Let's Talk About Poetry; Television and Classroom Periodicals—Effective Media of Instruction; Seatwork Ideas; The Bells of Christmas—in a Well Integrated Program; Attaining Christian Social Knowledge; Children Plan Their Own Plays—under Teacher Guidance; A Letter from Brussels.

The authors are fourteen experienced teachers. In her introduction, Dorothy I. Andrews, editor of the three editions of *Our Little Messenger*, says: "We have been fortunate in securing the services of the most skilled teachers in Catholic education to prepare this manual. . . . Their suggestions are meant to serve as a stimulus to creative teaching, rather than as a rigid pattern in leading the child to truth, beauty, and goodness."

### The Catholic Booklist

Ed. by Sister M. Reynaldine, O.P. Paper. 54 pp., \$1. Rosary College, River Forest, Ill., 1959.

The 1959 annotated list of recent Catholic books. This guide to better reading includes all new Catholic books of note. Mr. Dan Herr in his introduction to the list, says: ". . . *The Catholic Booklist 1959* should be an incentive—even an inspiration—to all Catholics, readers and potential readers. If this booklist makes new readers and widens the horizons of present readers, it will magnificently attain its objective."

(Continued on page 53)

SCHOOL-QUIP DIVISION  
YARD-MAN INCORPORATED  
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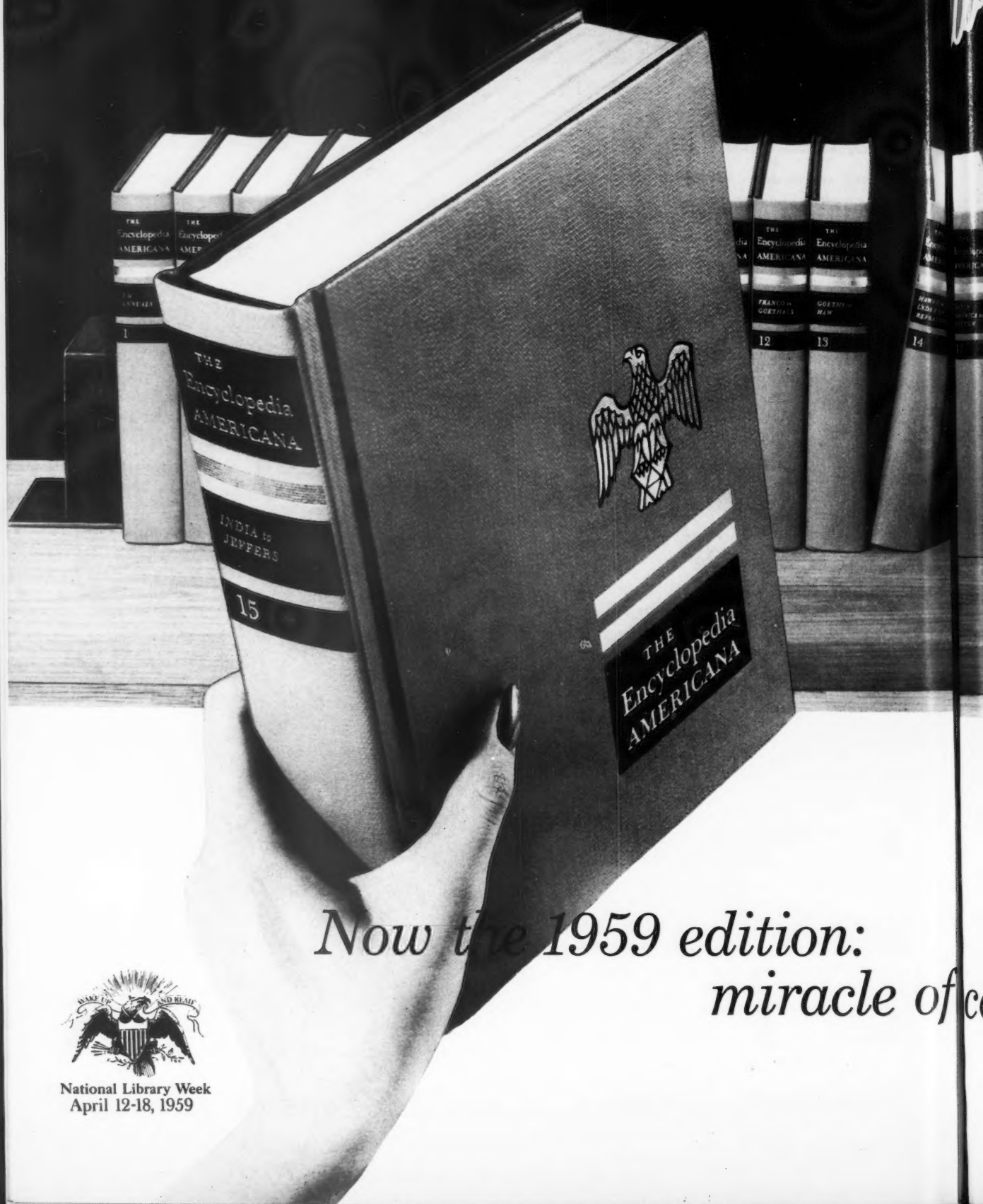
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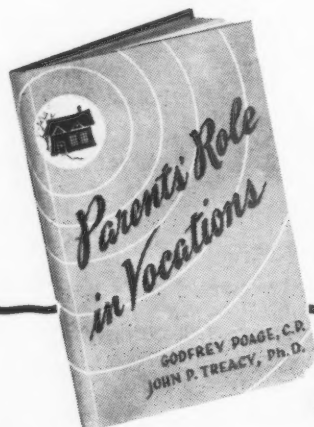
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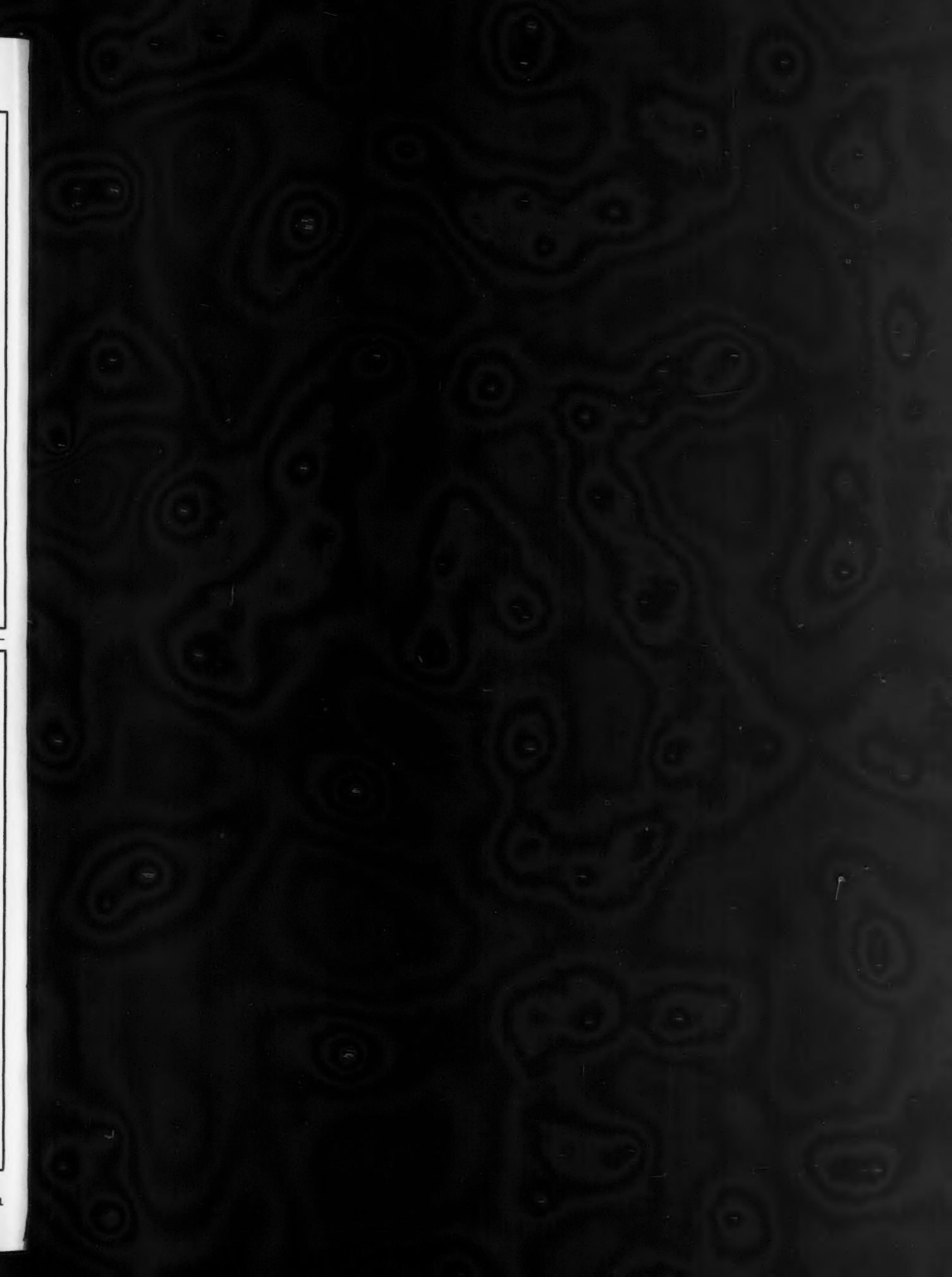
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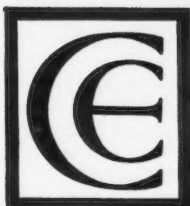
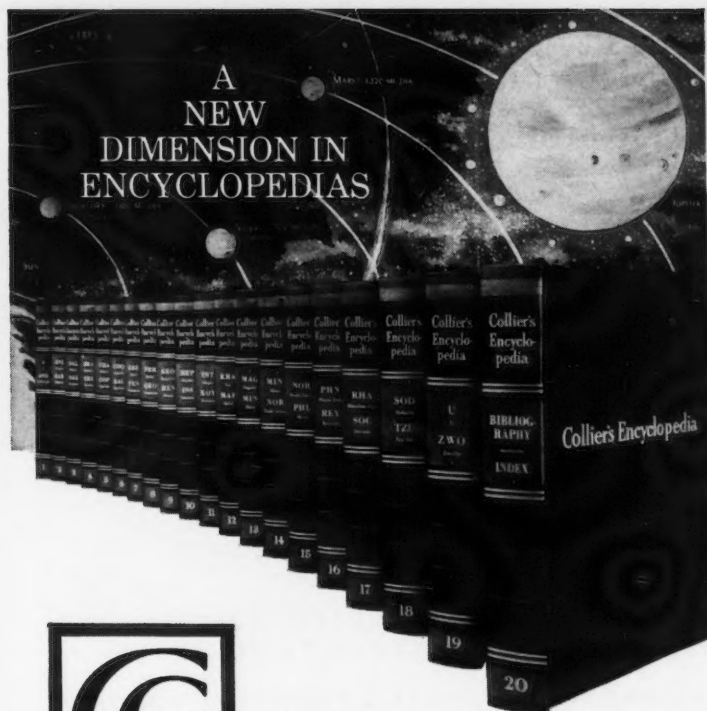
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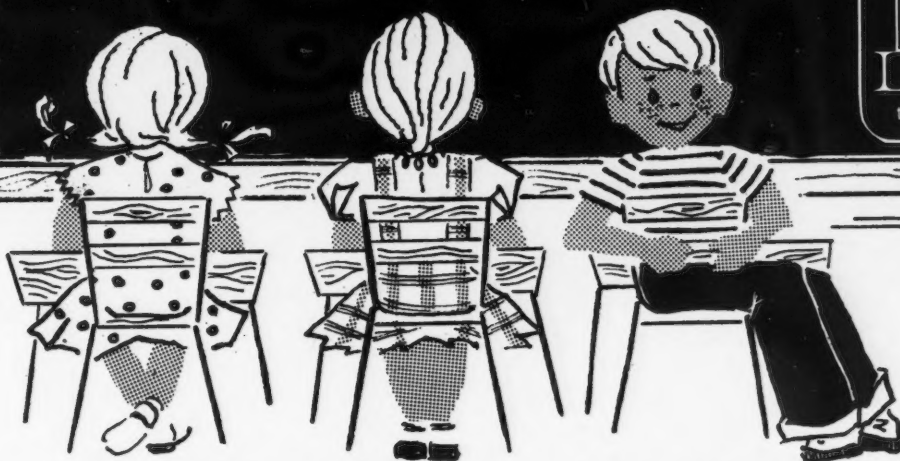
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# Talented Pupils in Grade School

## WHAT CAN WE DO FOR THEM?

By John Schroeder, Ed.D.

Professor of Education, Marian College, Poughkeepsie, N. Y.

In the eyes of God all humans are important, but the story of the three talents illustrates the extra contribution that He expects of the gifted. Yet all too often the elementary teacher leaves the talented pupil to his own devices with the excuse that art and music and dramatics are frills for which the Catholic elementary school, at least, has no time. The intellectually gifted child is likewise often neglected, permitted to coast along at half speed while the teacher struggles to bring a modicum of knowledge, spiritual and material, to the mass of average children and to those that in charity we term nonacademic. As for the pupil with special interests (neither intellectually gifted nor talented in the ordinarily accepted meaning), he is sometimes merely chided for not devoting equal effort to all subjects.

### Recognize Superiority

One cause of the neglect of the child of high potential is the frequent failure of the teacher to recognize his special ability. Intelligence tests are by no means as reliable as many educators believe them to be. Largely verbal, the tests discriminate against the boy or girl of foreign parents or of poor social and economic background. Even achievement tests are far from being infallible, because lack of interest at the

moment, lack of ambition, or any one of many emotional disturbances may make the gifted child appear mediocre. Many of our great literary figures, leaders in mathematics, outstanding scientists, and great religious leaders were considered slow pupils by their grade-school teachers. The alert educator will be on the lookout for the child who displays unusual interest in some particular phase of school activity or who has some out-of-school hobby that indicates a special talent. The child who shows ingenuity in solving problems or exhibits mature insight and understanding of social or political situations should also be given encouragement and guidance. The educator must remember that among gifted children there is not only a wide range of individual differences in inherent ability but also in the variety of talents. Those of artistic temperament may not necessarily be scholars nor future religious. The child with what journalists like to call a mathematical mind may be mediocre in the communication skills. Thus while the teacher should give special attention to the children scoring better than 125 on intelligence tests and to those whose performance scores are unusually high regardless of the child's I.Q. rating, she must to a large extent rely upon daily observation to select the gifted and talented pupils in her class. Neither

can she offer as an excuse for neglect of the gifted the burden of teaching a large, often too large, class, for never in the history of mankind has the future of mankind been so dependent upon the possible contributions of the gifted.

### Where Place the Gifted

Whether or not the intellectually gifted should be placed in special classes is still a matter of some debate. Common practice indicates that, in grades one through three, they should not. Occasionally it appears to be advantageous to permit a particular child to complete the first three grades in two years. In many large public schools, the highly superior intellectually are placed in special classes beyond grade three. Such classes never exceed thirty in size. The criteria upon which these children are selected are intelligence scores of 130 or more and achievement scores indicating highly superior ability. Usually the child must rate achievement considerably above his grade on a standardized achievement test. Other factors often wisely demanded are good emotional stability, good physical health, and the ability to adjust socially.

### One Solution

While most Catholic schools are too small to provide for such homogeneous



— Chicago Public Schools. Photo by Garstki, reprinted from Chicago Schools Journal.

grouping, religious orders that operate several schools in a city could follow a plan used by some public school districts, namely, provide special classes for the gifted children of their various schools in their most centrally located building. There is considerable merit in such a procedure because not only should the talents of intellectually gifted children be developed by special programs of study and by enriched study resources, but the pupils should be guided by teachers of superior ability. Just as with gifted children, the number of master teachers is limited. Thus by centralizing classes for the talented, religious orders can also concentrate within a centrally located school the teachers best able to help these children.

Teachers of such classes should be emotionally and professionally mature persons of above average intelligence who: (1) are mentally alive and enthusiastic; (2) can inspire children to high achievement; (3) are firm without being petty tyrants; (4) understand that though gifted, their pupils are still children, physically and emotionally; (5) are patient and sympathetic; (6) are master teachers, familiar with all the various procedures that change classes from dull routine to ever new adventures; (7) are willing to experiment with new developments in teaching.

If gifted children can be grouped together under superior teachers, the problems of developing their talents through an enriched program is more easily accom-

plished than when they are the minority elements in a large, heterogeneous group. Twenty-five years ago, the common device for stimulating the very bright pupil was to accelerate him. The results of such skipping of grades did not seem to produce the most desirable results. The child was often unhappy in the company of an older age group, who in turn often resented him. Furthermore, rather than providing the naturally gifted with wider and richer experiences in their cultural heritage, the device of skipping actually deprived them of large segments of study pursued by the average pupils.

#### Required Adjustments

Whether the gifted pupil is placed with his mental peers in a special class in a centralized school or whether limited facilities or school philosophy demand he remain part of a heterogeneous group, he should be challenged and stimulated to develop his special, God-given gifts. Thus in either case his teachers should follow as many as possible of the following suggestions which wide practice and experimentation have shown to be effective.

From grade four through eight, the gifted pupil should be encouraged to read widely and wisely. The teacher should make available to him as many of the classics of prose and of poetry that come within the range of his reading ability. If the material is too difficult for him to read, he will be discouraged rather than encouraged.

Neither will the good teacher force him too far afield from his immediate interests. Those interests are the key to stimulating him. The interests may be gradually widened, but should never be mutilated. Boys particularly will find high interest in biographies from grade seven on. Herein lies a great opportunity for spiritual and vocational guidance.

Having available in the classroom a good daily paper and attractive, readable magazines will furnish opportunity for spare-time reading along lines of individual interest. Thus the curiosity of the bright can be led in ever widening circles of increasingly mature thought.

Since the highly intelligent should be encouraged to talk effectively, to be able to present logical arguments, and to be able and willing to investigate controversial subjects, the upper classes should be provided with additional specialized books in the fields of social studies and elementary science. A good encyclopedia is a necessity. School libraries are seldom either as accessible or as adequate as necessary for the gifted child. There is no need to plead the excuse of insufficient funds for such teaching aids. A call to the parents of the pupils in your class will bring a surprising help in this particular matter.

With such reading and simple research material available, the gifted children and those with special talents and special interests should be stimulated to follow up lines of personal interest with written reports of increasing scope and depth from grade six on. Oral reports should be required at frequent intervals. Each experience will develop the ability to communicate ideas more effectively.

#### Requirements of Special Classes

Where the gifted are in special classes, the curriculum should be enriched and widened far beyond that capable of mastery by the average. Social studies and the language arts can be integrated into more meaningful and more intriguing units, providing for both extensive and intensive reading programs. One or more foreign languages can be added and continued from grades four on. Projects of wide variety and increasing difficulty will develop perseverance as well as interest. A few schools have established a special help hour, either during or after school hours, where the intellectually gifted act as tutors for the slow. Such contributions of the superior pupils indicate the desirability of helping them mature by sharing with them some of the planning of school work and wider use of them as teachers of units and as teacher helpers. Panels, forums, debates are



effective teaching devices with superior students. If the gifted pupil is retained within a mixed group, he may still be given most of the above opportunities to grow.

### Utilize Special Interests

The talented child is not necessarily also intellectually superior, although often he is above average. If the child gives indication of particular ability in art, he should be given an opportunity to develop such talent by helping construct sets for school plays, by illustrating class or school publications, by making posters, entering poster contests, and helping decorate the school for holidays and for gatherings of parents or adult groups of any kind.

The child with special ability in singing or in playing a musical instrument should be encouraged not only to perform in assembly programs and music festivals but also to secure additional professional training.

Those who are exceptional in elementary science should have opportunities to visit science museums and, where it is feasible, industrial plants where research laboratories are an integral part of production. Such children will find profit in constructing models, in making exhibits, and in contributing to school publications articles in

their field of interest.

The children particularly gifted in the communication skills will profit by taking lead roles in school plays and pageants, in talking before their own class or before larger groups, and in all types of written work from the simplest forms of research to creative experimentation in verse, in scripts for class plays, and in essays and stories for school publications.

It is obvious that whether the gifted and the talented are together in special classes or in heterogeneous groups, their superior contributions can stimulate all others in the school. Helping the gifted, as with all charity, returns a tenfold dividend.

### Enlist Help of Specialists

But not only must the teacher do everything possible to help the child develop his special gifts to the utmost in his everyday school experiences, but outside help must be secured to supplement the teacher's ability. Many schools have instituted courses for the parents of gifted and talented pupils. Specialists in various fields, occasionally psychologists from neighboring colleges, guidance specialists from government and religious agencies, have been invited to lecture to such parent groups. Sometimes panels of superior teachers dis-

cuss with the parents the problems of guiding gifted children effectively.

Parents of unusual personal artistic or technological ability will often be willing to work with individual pupils or small groups of children of particular talents. Occasionally they may be called upon to speak to a group or to advise a particular child.

There are in all cities some nonprofit agencies which furnish an outlet for the talents and the energies of the gifted. Such groups range from little theater groups to choral and instrumental clubs. There are also countless hobby groups and science associations.

If the elementary school teachers and supervisors are actively concerned with developing America's greatest potential resource, the intellectually gifted, the talented, the children with great interest in particular fields, then the obstacles to the development of these superior children quickly fade into insignificance. Without such awareness and conscientious help on the part of teachers in our elementary schools, we shall continue to waste the special gifts of many of our children, for talents buried are lost, and interests discouraged never lead boys and girls to mature heights.

## A Defense of Modern Freshmen

First-year high school is a critical time for maturation

By Sister M. Aloise, S.N.D.

Notre Dame Academy, Toledo 6, Ohio

Modern freshmen have all the potentiality of real manhood and genuine womanhood that any beginners in high school ever had. They are as fine a type of adolescent as any age has ever produced. Even as humble freshmen, they have a distinct contribution to make to the school and should be respected for what they are and are determined to become. Their particular task is to find their unique role in the universe. Much too easily today human beings fail to recognize their spiritual dignity as individuals. For the freshman adolescents, then, this problem of finding themselves is very much complicated. They are hindered in their course rather than helped by the slighting terms often applied to them. Humiliating treatment, moreover, makes them antisocial. Upperclassmen should be taught to treat them with as

much respect as they do members of their own classes.

### Need for Self-Confidence

Negative treatment can result only in the acquisition of negative attitudes for which they receive censure from adults. It gives them the feeling that they are not wanted. Since all boys and girls share with adults the innate desire to feel important, justified because of their human dignity as temples of the Holy Spirit, they should be encouraged to realize themselves fully. Appreciation is a catalyst in the acquisition of correct attitudes. Teachers experience so little of it, but how they love it when they get it from students. Freshmen acquire this valuable trait better by example than by precept.

Subconsciously or otherwise, the faculty

of a school may add to the difficulties which high school beginners have in making the adjustment from the elementary to the secondary level. Teachers who have become accustomed to the ways of older students cannot realize how painfully self-conscious freshmen are, nor can they fully understand their problems, their insecurities, their feelings of inadequacy as they face this lack of familiarity with their environment and the problems which it poses. Teachers must practice much patience with freshmen, it is true, but patience brings its own reward.

### Teachers and Students Can Help

In many ways the faculty and students can help the freshmen to overcome their fears and their immaturities. Under happy circumstances they bridge the gap be-



tween eighth grade and high school more easily. Overattention to their inexperience, just as too much concentration of the idea of *teen-agers*, is detrimental to their growing up. It was my good fortune to spend the past year in close contact with a group of eighty freshmen and I can truly state that no teaching experience with older students ever yielded me as much pleasure and intellectual satisfaction. The group, as a whole, was not blessed with high intelligent quotients and the intellectual level attained was only average. These young people, however, were eager and vibrant with aspirations to start rightly on the path to maturity. At the end of the year, I tried to derive an estimate of this development, particularly with regard to attitudes attained by these boys and girls during the past year.

Just what is the status of the average freshman at the end of his first scholastic year? Many a teacher wonders how much benefit her students derive from her instruction. Their eagerness to be released from schoolwork gives her the impression that they regard education as onerous and their forgetfulness makes her feel that they are selfish and irresponsible. They are all that, to a certain extent, of course, but not excessively so.

In their serious moments they will tell you sincerely that they regard every year as "important, like a link in a chain, and that if they could skip the freshman year, their lives wouldn't be complete." They come to high school fearful, not prejudiced, wondering whether all "the stories that they have heard are true." After a few weeks they began to feel at home, a freshman stated, when they learned that the teachers were not "laying" for them, or that "the principal was not hidden in a locker listening to their conversations." They felt that they were wanted, that they belonged. They "found courage to go on, to continue studying, to walk down the hall without the feeling that they were being watched." Teachers can't always know the troubles that beginners have in acquiring self-confidence.

### Growing Up

Perhaps the greatest difference between grade and high school is brought about by the freedom with which students are suddenly faced as they are treated as maturing young men and women. Tom expressed it this way: "I have never grown up so much in one year as I have this year. The only way you can grow is by being treated as though you have to look out for yourself." He has learned that there is "no responsibility without freedom and no freedom without a corresponding responsibility."

Boys and girls of today do not ask to be babied. They learn to appreciate the fact that "they have to do their own thinking without being told how to do every little thing." Often teachers think they have to do just that for students because they do not trust their immature judgments. They must expect youth to make mistakes, which after all, are unimportant provided that progress in training is achieved. When too much is expected, they develop feelings of inferiority.

By the end of the year, freshmen have become aware of the characteristics of maturity and they are determined to do something about attaining them. As Karla stated, she realizes now that she has a responsibility toward herself, her school, and toward everyone else. Donna appreciates the lessons of real trustworthiness which were taught this year, especially in getting her work done in study halls where temptation to talk or fritter away time is strong. Dick's experiences made him conclude: "But actually I think this year has taught me that, if I want to get an education out of high school, I will have to study hard, and I really must want to learn."

Youth can give the impression of light-mindedness, but in their more serious moments they acknowledge that they wasted opportunities which could have helped to shape right attitudes. Connie, commenting on her failure to get Latin and algebra, stated that she is determined to do more studying next year right from the beginning.

If advisers knew more exactly the attitudes of new freshmen, they could help them more easily. Few understand at the start that high school means work. "Many kids think that high school is a lot of fun. Well, it is, but it's not all fun. When I started this year, I thought it would be all 'easy street.' I think about all the others did too, but by now, we all know that nothing can be all fun. We have all learned that we can't expect to get excellent grades if we do not work for them." Realization has come for them, and not too late. Many who had not worked very hard signed up for difficult subjects as sophomores that they "may learn very much more." Joyce added, "Next year when I am a sophomore, I am going to work twice as hard because I loafed in my freshman year." Self-knowledge and candid avowal will help to strengthen Joyce's character.

### Making Friends

The good-fellowship feeling which students encountered in high school also contributed to a happy life for most of the

freshmen, and they learned, in addition to book knowledge, other fundamental and important concepts. "One of the other things I have learned is getting along with other people and co-operating with them. I couldn't go through high school without making new friends and meeting new people. After the first few days, I had a feeling of belonging. I found out how it feels to have friends, so now, I too, try to be a friend to all. High school is learning not only subjects for school, but also the little things that help you through life."

A remarkable case which parallels the foregoing is the bit of self-revelation made by a girl who painfully labored for a whole semester under the impression that nobody liked her. "About the middle of the year I was sure that I was the most disliked person in the school. Now whenever that thought creeps into my mind I shove it back and try to be cheerful. There were plenty of times when I felt blue and cheerless. Those were the days people became angry with me the easiest. After a while of this I decided to change and try to be cheerful all the time. Maybe I don't always succeed but you can bet I'll keep trying." This bit of candor reveals that this freshman, who comes from a broken home, has learned some valuable practical psychology.

### Learning to Think

A mature response to the question of attitudes acquired came from a lad who has made the discovery that he can really think for himself. He found that he "need not accept all the approaches that others had to a controversial point." He appreciated that respect for his opinion was evident in class discussions and recitations. The courses which develop "power to think and to comprehend the meanings visible only to those who look for them are mainly responsible; e.g., in English, the meanings and universal truths of literature; in algebra, the  $x$ 's which stand for something; in biology, the beauty of Creation; in religion, the wonders of the Mass; in Latin, the deepness of thought you need—these are all real mind developers."

A year spent with freshmen is a refreshing and delightful experience. These boys and girls come into high school with all the good will in the world. They still retain something of a sense of wonder. They come to the teachers ready to do what they are told, to work as hard as they require, to be the men and women of the future. There would be no problem freshmen in the corridors, in the study halls, or in the classrooms, if there were no lax teachers or problem

(Concluded on page 50)

# Teaching Penmanship in the Fourth Grade

## HOW PUPILS CAN CHECK THEIR OWN HANDWRITING

Check your own writing frequently by drawing dotted lines with a pencil and ruler as shown below:

All capital letters	Tall loop letters	d, g, and t are intermediates	Small letters
A B C	h k l	f g j y	d p d v a n
Lower-loop letters			
For uniform slant. Draw dotted lines through down-strokes.			
Well begun is half done.			
For proper alignment. Are all your letters resting on the base line?			
Practice makes perfect.			
For uniform spacing between words. Keep the width of a small o between words.			
Whatever is worth doing at all is worth doing well.			

From Catholic School Writing Series — Grade 4. Copyrighted by Noble and Noble, Publishers, Inc., New York 3, N. Y., and used with special permission.

By Sister M. Laurentia, D.D.R.

St. Bartholomew School, Pittsburgh 35, Pa.

No one will doubt the importance of teaching the first grader to write manuscript, nor the value of teaching the second or third grader cursive writing. But how much importance is given to the teaching of handwriting in the fourth and fifth grades — the levels at which the child can begin efficiently to make use of his skill as a tool? True, most daily schedules make provision for a penmanship period of ten to fifteen minutes, but it is probably safe to assume that many teachers of the fourth and fifth grades frequently succumb to the temptation to use the penmanship period for "more important work." The children know how to write, we feel; why not spend our time more profitably in new learnings? Such reasoning is fallacious, for, although the child has already devoted some three years to learning letter formations, now he must be taught to evaluate with a critical eye what he has been doing more or less blindly during the first few years.

The results of a recent experiment indicate that an organized program of handwriting instruction in the fourth grade yields adequate and far reaching returns. The experiment is a forceful argument to all fourth-grade teachers to be as conscientious and meticulous in preparing for the handwriting lesson as in preparing for any of the so-called "important" subjects.

### Sizing Up the Situation

Enthusiasm is a fair barometer of suc-

cess. A part of every teacher's job is to "sell" the subject matter to her pupils, and once the children become sufficiently enthusiastic, success certainly will follow. Throughout my years of teaching, I have found that penmanship practice seemed to evoke the least enthusiasm from my pupils. My enthusiasm too, consequently, remained at a low ebb, which in time passed over to the children, generating a vicious circle of poor teaching, lack of enthusiasm, and pitiful results. Handwriting seemed the "step child" in the curriculum.

Remembering the words of my psychologist friend, "As we think, so we are," and enlarging upon them with "As we read, so we think," I began an ambitious reading program devoted to handwriting. I soon discovered that most of the available reading material on teaching handwriting dated back to the 1920's or early 30's and some, even farther back. The few articles written in the past two decades were confined mostly to pleas in one form or another, for reinstating handwriting in the curriculum. Several methods books contained a paragraph, or a chapter at most on methodology in handwriting, but generally, the material was meager. That others were experiencing the same attitudes that I had found in my classes was apparent. Some excellent material written more than a quarter century ago gave me the impetus for an experiment with my fourth graders. I decided to build my year's program in

handwriting on a tripod of (1) Diagnostic Procedures, (2) Remedial Work, and (3) Motivation.

### Establishing the Need

It is now generally conceded that handwriting should be taught instrumentally; that is, the child should write with a purpose. His handwriting is merely the means, or the instrument, to attain a particular end. However, in the fourth grade there is still need for practice on the skills involved, the end being the perfecting of that skill.

Accordingly, when the fourth graders' faces register distaste for drills, for penmanship simply for practice sake, the teacher's work is to show the child the need for perfecting that skill. One of the best ways to do this is to set before the child attainable goals — slightly above their present achievement. If the fourth grader has tangible evidence that he is writing at the rate of 44 letters per minute when he should be writing 75 letters per minute, he will have a definite aim. Better yet, if by progressive ratings, by the keeping of progress charts, and by sustained drills, he is able to follow his progress toward that goal, the child's distaste will rapidly change to enthusiasm. My first task was to point out to the children the need for rapid and accurate writing.

The realization by the pupils of this need was but the initial step in motivation.

It provided "penmanship readiness" in the minds of the children; it provided the first surge of ambition and an effective impetus to the desire to achieve. Other motivating devices such as charts and graphs, repeated ratings, and success of achievement itself, provided the wherewithal to keep the children keeping on; but fundamentally, it was this initial motivation—this realization of the need—which provided the most effective drive to success.

### Preliminary Preparation

In order to know specifically, and numerically, the intelligence and achievement ratings of my class, the Otis Beta and the Stanford Achievement tests were administered. Results of the Otis Beta showed that, of the 50 children who took the test, three had I.Q.'s above 120, which might properly classify them as mentally superior. One child had a score below 90; several were in the low 90's. These might be classified as slow learners. The mean score of the class was 105.58. The mental ages of the group ranged from a high of 13 years 4 months to a low of 7 years 10 months. These variations, though wide, were considered sufficiently normal to retain all 50 children in the experimental group.

The results of the Stanford Achievement Test, elementary battery, also showed the range commonly found in a normal classroom. Of the 50 children taking the test, three were two or more full years above their grade placement level in achievement. Three were almost two years below their level. Almost 50 per cent of the children were at their grade level or a half year above or below that level. As in mental ability, the achievement record showed that the class was normal in achievement and might be used for the purposes of the experiment without fear that great variations in achievement would invalidate the results.

### Rate and Quality Scales

Teaching handwriting to fourth graders is more than teaching handwriting. It involves analyzing specifically their difficulties, and then applying remedial techniques. According to my plan, the first step in this analysis would be the administration to the group of rate and quality scales. I planned further to record the results of the scale, to follow the analysis with remedial measures for a period of three or four months, and then to administer the rate and quality scale a second time, noting the possible increase in either factor. Such increase, I considered, might reasonably be attributed to the methods of instruction.

At the beginning of this experiment, I

administered the Gettysburg edition of the Ayres Scale as well as Paul West's American Handwriting Scale to the children. Both scales, in my estimation, provide with a relatively high degree of accuracy. Directions for scoring quality were followed very precisely, since the scoring of handwriting quality is somewhat subjective in nature. To offset this factor, the scoring of the children's handwriting specimens was done three times. After the first scoring, a numerical value was assigned to a particular specimen on the back of the paper. The papers were then placed in groups according to the ratings given on this first scoring. To determine whether all the papers merited the same rating in any particular group, the papers were critically examined and compared, and any changes deemed necessary were made. Then all papers were shuffled and put aside until the next day. A similar procedure was followed on the second marking, but this time the ratings were put on the front. After all the papers had been scored, differences between the first and the second scorings were settled by a third rating the following day.

The result of this first writing showed that the quality ratings of the children ranged from 20 to 80 on the Ayres Handwriting Scale, and the speed of writing ranged from 31.5 to 92.5 letters per minute. In order to make such figures meaningful, it is well to state at this point that the norm for fourth graders on the Ayres quality scale is 46, whereas the speed norm is 55 letters per minute.

The American Handwriting Scale was also administered to the group. Results of this showed that scores on the quality scale ranged from a low of 63 to a high of 93. The scores on the rate scale ranged from a low of 29 to a high of 85. Norms on the American Handwriting Scale for fourth graders are as follows: 75 for quality, and 59.5 for rate. A comparison of the mean score of the class (79.2 in quality; 50.3 in rate) indicated that the class as a whole was above the norm in quality and below the norm in rate. It was obvious that the remedial work for a while at least, must aim at increasing the rate of the majority of the children, while still retaining, or improving their quality standings.

### Determining Types of Defects

The samples of the children's handwriting which were taken for determining their rate and quality according to West's Scale were used again in determining those elements of their handwriting which called for special remedial treatment. Each sample was studied to determine characteristics

such as letter form, slant, motor control, co-ordination, and spacing. The defects were listed in appropriate columns as slight, serious, or most serious. This chart, with a list of each child's defects was solely for my use in remedial work.

A second analysis of specific defects was made according to Freeman's Chart for Diagnosing Faults in Handwriting. This chart is concerned with the elements of uniformity of slant, uniformity of alignment, quality of line, letter formation, and spacing. The children were graded on a 1 to 5 point scale, and specific defects were pointed out to them to be used as the basis for the remedial work which was to follow.

### Determining Causes of Defects

Statistically, it was relatively simple to determine what each child achieved, both in quality and speed. However, such an interpretation did not tell *why* the child was slow; or *why* his quality was below the norm; or *why* his writing was exaggerated, eccentric, or irregular. Yet such a knowledge was even more necessary than mere statistics, for the purpose of the experiment was to diagnose the difficulties and to follow up the diagnosis by remedial measures. To this end, each child was observed more or less rigidly. In general, writing disabilities seemed to be traceable to three general causes: physical, psychological, or pedagogical.

1. *Physical causes.* Physical causes were not to any great extent responsible for poor or slow writing. To a degree, however, fatigue, poor eyesight, lack of motor co-ordination were underlying causes in some instances, and needed steps to overcome such difficulties were taken. Also in this category may be mentioned the left-handed writers. To some such writers handwriting presented a distinct problem until they were assured that they did not have to slant their writing with a right-handed slant. Nor were they expected to adjust their writing to the models on the board. Instead, each child was given a model alphabet in accord with the slant he preferred—vertical, backhand, or slightly backhand. These children, too, were permitted to turn their desks so that the light came over the right shoulder. Understanding such physical causes as the reason for poor writing was helpful in overcoming some of the defects in writing.

2. *Psychological causes.* In the teaching of handwriting as in the teaching of any other subject, some children present special problems. Some of their difficulties were due to causes which might be classed as psychological: lack of interest and attention; a desire to imitate eccentric writing;



reversal errors; emotional factors. Children with such difficulties required special attention.

Primarily, the problems of interest and attention were matters of motivation. By using certain external motivating devices, such as graphs and charts, the attention and consequent interest of many children materially improved. Emotional factors were treated as individual cases required. Here the problem seemed one of instilling proper confidence into the child. Generally, such psychological difficulties yield to rapport between teacher and pupil.

3. *Pedagogical causes.* By far the greatest number of defects were due to what may be called pedagogical causes; that is, the failure of the teacher to recognize the real problem that writing presents to the child. Writing has become automatic for adults; it is not that for most children of the fourth grade. Unless the teacher thoughtfully considers every angle that the problem of handwriting presents to the child, her teaching is apt to be inadequate, and difficulties and defects will multiply. With this thought in mind, every effort was made to provide instruction that would be both adequate and meaningful.

#### Organization for Remedial Work

Diagnosis and remedial instruction immediately suggest, if they do not demand, the need of individual attention. The first requisite at this point, therefore, was an organization which would permit and encourage individual attention. The wide range in rate and quality, the varying types of handwriting defects, the varying abilities found among the children—all these demand an organization conducive to individual instruction. Exclusive mass instruction would be neither adequate nor advisable. However, no teacher is naïve enough to believe that she can give individual instruction to 50 children during a 15-minute penmanship period. For economy and utility there was need for group instruction as well.

After a careful analysis of the results of the rate and quality scales, and after a study of the various types of errors made by the individuals, a method of organization was planned which would include provision for the following: (1) general class drills; (2) individual instruction for the group that was above the norm in both rate and quality; (3) individual instruction for those who were below the norm in rate, but above in quality; (4) individual instruction for those who were below the norm in rate and in quality. This divided the class into three groups, which would still insure a certain amount of individual



A class in handwriting is learning the Palmer Method. The students demonstrate the correct positions of body and hands. Note the left-hand position of the boy at the left.

attention without attempting the impossible of providing individually for each child.

#### The Program of Remedial Work

Remedial work throughout the course of this study for the improvement in rate consisted of frequent comparison of pupil writing rates with the norm for the grade. One of the most effective speed builders was the reduction of the size of writing. Other exercises consisted in the writing of alphabetic sentences under time pressure; or the writing of the letter *a*, for example, in groups of five's every five seconds. The children also took dictation exercises at the rate of one letter per second, which was slightly above the grade norm.

Counting for letters and words was also found to aid the children in the acquisition of speed. In writing letters in groups of 5's, I counted "1, 2, 3, 4, 5," for each group. In writing three-letter words, the count was "1" for each word, the counts being given every three seconds. In writing sentences, the children were merely urged to make an effort to keep up with each word as it was dictated. The children kept records of these timed writings to determine whether or not they were progressing toward their goal of 59 letters per minute.

Improvement in quality followed Freeman's Chart for Diagnosing Elements in Handwriting. This chart diagnoses elements of five types: slant, alignment, quality of line, letter formation, and spacing. On specific days we worked on each of these

elements. Transparent sheets having the correct slant upon them were used to help the children discover their incorrect habits in slant. Also, it was found helpful to have them draw slanting pencil lines on a page in various places, each a space in height, before the writing lesson commenced. After these lines were inspected and approved, the child used them as a guide for practice in his writing.

Problems of alignment are closely allied to slant. Incorrect paper position was often the cause of incorrect alignment, and the pupils were given specific instructions on how to slant their paper, to hold their pens, and to sit relative to the paper as a means of correcting defects of alignment.

Many children received low quality ratings because the quality of their line was not consistent. Some of the group needed teaching in the correct manner of holding the pen. They were taught to hold it sufficiently near the point, slanted toward the right shoulder, and used with a medium pressure. Too great pressure caused the lines to be thick, and the letters to run together. Those children who showed this tendency were cautioned to release their grip on the pen and to hold it somewhat back from the point. Frequent reference to the quality of the line throughout the course of this experiment alerted the children to be conscious of such matters as pressure, method of holding the pen, and lack of rhythm in writing.

Letter formation, of course, received the greatest amount of remedial treatment. In



many cases, here, it was a matter of insight. Children had to be shown that certain letters have to be closed; that some are tall, some half space, and some, like *t*, slightly more than half. We practiced on undercurves such as are found in the end of *e* and *a* and *r*; on overcurves common to *a*, and *c*, and *h*. In other words, each letter was analyzed—but now to a child who has acquired the ability to make certain distinctions of which he was incapable in the lower grades.

All penmanship, properly so called, was remedial in the sense that any deviations from the models were analyzed, and a definite attempt was made to have the child look with critical eye to his work. Thus, problems of improving rate and quality were considered in the remedial work.

#### Four Elements in Motivation

The first important element both in instruction and in remedial teaching is the arousal or renewal of the interest of pupils in good penmanship. From the very outset of this experiment, provision was made for motivating the children toward good handwriting. Generally, this motivation included four elements: (1) emphasis on the value of legible and rapid writing; (2) means for making the handwriting program functional; (3) comparison of handwriting with penmanship scales; (4) class and individual progress charts.

1. *Emphasis on the value of legible and rapid writing.* As the child advances into the intermediate grades, writing becomes more and more an integral part of the day's work. He is beginning to see that the way he writes is a help or a hindrance in his daily tasks. He is beginning to appreciate the value of legibility and ease in writing, and these factors serve as motivating devices for him.

Throughout the course of this study, the importance of handwriting as a means to an end was pointed out to the children. An effort was made to remind the class of the importance of handwriting at times other than the formal penmanship period. For example, when the children were told to copy a selection from the board and study it for homework, the more rapid writers had a few minutes to spare in which they could begin learning the selection. The advantage of an early start was pointed out to them as being a direct result of good writing. If a problem was incorrect because it had been copied incorrectly, the class was reminded again that the blame could be laid to handwriting, and the occasion was used to stress the value of accurate writing.

The value of good penmanship was fur-

ther impressed upon the children by special privileges accorded to good writers. These children were permitted to write invitations to other classes when special assemblies were held; they made name cards for the Christmas party; occasionally they were permitted to take the teacher's place in writing on the board. In other words, while the children were being taught the specific elements of writing—spacing, slant, alignment, etc.—they were also being educated in the worth of legible handwriting.

2. *Making the handwriting program functional.* Meaning is an integral part of the act of writing. According to Freeman, one of the foremost authorities in handwriting today, "The ultimate purpose of handwriting is to express and communicate meaning."<sup>1</sup> To this end, writing during this experimental study was considered not as an isolated element, but as a skill to be used in many of the classes. The children were required to apply the methods learned during the writing period to all written work. Thus, during the time that the children were doing arithmetic exercises, they were reminded to observe proper posture, or to make their figures carefully, to write on the line, etc. Such correlation served to make the handwriting course more functional. Specific writing activities were also planned to make the writing instruction more functional, such as the writing of cards, sending invitations, get well cards, illustrated compositions, etc.

3. *Comparison of handwriting with penmanship scales.* A motivating device very popular with many children was the opportunity they had to compare their writing periodically (about once in six weeks) with the West's American Handwriting Scale. After the first rating, each child knew his own quality rating and was encouraged through practice to better his score. The children graded their own work on subsequent writings, and though their ratings may not have been too accurate, the mere fact that they were making comparisons with these printed models served as a motivating device.

4. *Charts and graphs denoting progress.* Both individual and class charts showing the progress of the children served as motivating devices. Class charts recorded both rate and quality of the writing, and indicated the progress of the class as a whole after each six weeks' rating. Individual charts were even more interesting to the children. On these were plotted their rate and quality standings. To make the chart

<sup>1</sup>Frank N. Freeman, *Teaching Handwriting* (Washington, D. C.: American Educational Research Association of the National Education Association, 1954), p. 9.

more meaningful, the norm for the fourth grade was also indicated.

#### Final Rating — Results of the Experiment

After the twenty-four week experiment, I planned to make a comparison with the group's first writing rates with that which was administered at the end of the experimental study. Only one scale—the American Handwriting Scale—was administered for the final rating. Though I was rather certain that there would be definite improvement, the amount of improvement in certain individuals was surprising as well as encouraging. The chief point of interest at this point was the amount of gain made possible through an organized system of remedial work. According to the table comparing the initial and final rate of the children, all but seven of the group increased the quality of their writing during the twenty-four week period. The increase of each child ranged from three to nine quality points. Although this increase in individual ratings does not appear great, it is well to remember that the majority of the class was almost up to the grade norm in quality on the first rating. Hence, a very great increase could not be expected. No one's quality rating decreased, despite the emphasis that had been placed on speed throughout the course of the work.

In rate, there was a wide range of increases evident between the first and the final ratings. No student's rate of speed remained exactly the same. All but three increased their rate of writing by from .5 to 24.5 letters per minute. Twenty-eight of the children increased their speed by more than 10 letters per minute, while five of these increased more than 20 letters per minute. The final test of three children was written at a lower rate of speed than the initial test. However, all three showed an increase of six points in quality, and two of the three were above the grade norm in rate despite the decrease over their first rating. As a whole, the class mean rose from 79.2 to 84.8 in quality, and from 50.3 to 60.6 letters per minute in speed.

In making these comparisons, it is well to remember one factor: although it would be satisfying to consider that all gains in speed and quality were due to the remedial work which was done, it is perhaps more correct to attribute at least part of the gain to such factors as maturation and growth. Practice in taking the test may also be considered a conditioning influence. Nevertheless, barring these two elements it is apparent that significant gains in speed and quality were due, to a large extent, to the methods of instruction used throughout the course of this experiment.

# National Catholic Educational Association

## 56th Annual Convention

**TIME: MARCH 31 TO APRIL 3, 1959**  
**PLACE: CONVENTION HALL, ATLANTIC CITY, N. J.**  
**THEME: CHRISTIAN EDUCATION: Our Commitments and Resources**

### THE PRELIMINARY PROGRAM

#### GENERAL SESSIONS

##### Tuesday, March 31

Low Pontifical Mass, 9 a.m., St. Nicholas Church. Celebrated by Most Rev. Justin McCarthy.

Opening General Meeting, 10:30 a.m., Ballroom, Convention Hall. Greeting by Bishop McCarthy. Keynote speaker: Bishop Lawrence J. Shehan.

Formal Opening of Exhibits, 2 p.m., Main floor, Convention Hall.

##### Wednesday, April 1

Low Pontifical Mass, 8:30 a.m., St. Nicholas Church.

##### Thursday, April 2

Low Pontifical Mass, 8:30 a.m., St. Nicholas Church.

##### Friday, April 3

Low Pontifical Mass, 8:00 a.m., St. Nicholas Church. Closing General Meeting, 10:30 a.m., Ballroom, Convention Hall. Bishop Shehan presiding. Speaker: Mother Mary Philothea, F.C.S.P., Dean, College of

Sister Formation, Seattle University; National Chairman, Sister Formation Conference. Topic: The In-service Sister—Our Greatest Resource.

#### MAJOR SEMINARY DEPARTMENT

There will be sessions at the following times:

##### Tuesday, March 31

Meeting at 2:30 p.m.

##### Wednesday, April 1

Meeting at 9:30 a.m. and 2:00 p.m.

##### Thursday, April 2

9:30 a.m.—Joint Meeting with Minor Seminary Department. "Our Seminaries: Their Commitments and Resources" by Rev. J. Cyril Dukehart, S.S.

12:15 p.m.—Joint Luncheon with Minor Seminary Department.

##### Friday, April 3

Meeting at 9 a.m.

#### TOPICS AND SPEAKERS:

"Practical Helps for Doubting Seminarians" by Rev. Gabriel Ward Hafford. "Sacred Eloquence in the Seminary," speaker to be announced. Panel on "Integration of the Various Subjects in Theology" by Rev. John J. Danagher, C.M., and Rev. — Gaydos,

C.M. "Parish Sociology: Vital Help Toward Pastoral Preparation in the Seminary" by Rev. Joseph Schuyler, S.J. "Music in the Major Seminary" by Rev. Russell Davis.

#### MINOR SEMINARY DEPARTMENT

##### Tuesday, March 31

9:30 a.m.—"Orienting Minor Seminary Courses and Legislation on Minor Seminary Training," speaker to be announced.

##### Wednesday, April 1

9:30 a.m.—"Orienting Minor Seminary Courses to World Responsibility" by Rev. Arthur C. Kiernan, M.M. "The Subject Matter of a Spiritual Director's Discussion with the Seminarians" by Very Rev. Jeremiah Hogan, C.M.

2:00 p.m.—Joint Meeting with Vocation Section. "Pre-Seminary Spiritual Training: Some Principles and Practices" by Rev. Edward C. Dunn. "A Practical Summer Program of Directives for Minor Seminarians," speaker to be announced.

##### Thursday, April 2

9:30 a.m.—Joint Meeting with Major Seminary Department. "Our Seminaries: Their Commitments and Resources" by Rev. J. Cyril Dukehart, S.S.

12:15 p.m.—Joint Luncheon with Major Seminary Department.

##### Friday, April 3

9:00 a.m.—Paper or Discussion to be announced.



— Fabian Bachrach  
 Most Rev. Justin McCarthy, D.D.,  
 Bishop of Camden,  
 Honorary Chairman of the Convention



Rt. Rev. Msgr.  
 Frederick G. Hochwalt,  
 Executive Secretary of the NCEA



— Joseph Meranti, Jr.  
 Most Rev. Lawrence J. Shehan, D.D.,  
 Bishop of Bridgeport,  
 President General of the NCEA

## COLLEGE AND UNIVERSITY DEPARTMENT

### Tuesday, March 31

2:30 p.m.—General Session. Theme: "Christian Education—Our Commitments and Resources." "Christian Higher Education—Our Commitments, Actual and Potential" by Most Rev. John J. Wright. "Christian Higher Education—Our Resources, Actual and Potential" by Dr. Urban H. Fleege.

### Wednesday, April 1

9:30 a.m.—Discussion Sessions.  
Group 1—"Our Commitments and Resources in Complex Institutions"—Discussion Leader, Rev. Edmund T. Joyce, C.S.C..  
Group 2—"Our Commitments and Resources for Teacher Education in Our Liberal Arts Colleges"—Discussion Leader, Sister M. Augustine, O.S.F.  
Group 3—"Our Commitments and Resources for Scientific Education in Our Liberal Arts Colleges"—Discussion Leader, Rev. Patrick H. Yancey, S.J.  
Group 4—"Our Commitments and Resources for Education for Business in Our Liberal Arts Colleges"—Discussion Leader, Rev. Jerome Toner, O.S.B.  
Group 5—"Our Commitments and Resources for Modern Languages in Our Liberal Arts Colleges"—Discussion Leader, Sister Helen, O.S.F.  
Group 6—"Our Commitments and Resources in Our Two Year Institutions"—Discussion Leader, Sister Mary Gregory, R.S.M.  
2:00 p.m.—To be announced.  
2:30 p.m.—Conference for College and University Presidents, Chairman, Brother Augustine Philip, F.S.C.  
3:30 p.m.—Conference for Deans and Academic Administrators.  
Group A (Enrollment above 1800)—Chairman, Rev. Robert M. Sullivan, O.S.A.  
Group B (Enrollment 500 to 1800)—Chairman, Rev. William E. O'Donnell.  
Group C (Enrollment below 500)—Chairman, Sister Mary Vincent, O.P.

### Thursday, April 2

9:30 a.m.—To be announced.  
2:00 p.m.—To be announced.

### Friday, April 3

9:00 a.m.—General Session. "Catholic Higher Education—A View From Outside" by Honorable John F. Brosnan. "The Teaching Apostolate" by Dr. Arthur M. Murphy.

## SCHOOL SUPERINTENDENTS' DEPARTMENT

### Thursday, April 2

7:00 p.m.—Dinner Meeting.

## SECONDARY SCHOOL DEPARTMENT

### Tuesday, March 31

2:30 p.m.—Opening Meeting. Topic: "Our Richest Resource—The Catholic Teacher." Chairman: Rt. Rev. Msgr. T. Leo Keaveny. Speaker: To be announced.

### Wednesday, April 1

9:30 a.m.—General Meeting. Topic: "Developing Initiative and Creative Ability in Secondary School Students." Chairman and Speakers: To be announced.  
2:00 p.m.—Sectional Meetings.  
1. Religion—Topic: "A New Approach to the Teaching of High School Religion." Chairman: Brother Andrew Cremer, S.M. Speaker: Rev. James Kraus.  
2. Instruction—Topic: "Improvement of Instruction." Chairman: Brother Alfonso Comeau, C.S.C. Speakers: "Reading in the New Key" by Miss Filomena Peloro. "Current Emphases in English" by Sister Mary Virginia, S.S.N.D. "The Improvement of Instruction in Social Studies" by Mary E. Meade. "The Revision of the Physics Syllabus" by Rev. Aloysius Flynn, O.S.F.S.  
3. Administrators' Meeting—Topic: "National Defense Act of 1958." Chairman and Speakers: To be announced.

### Thursday, April 2

9:30 a.m.—Sectional Meetings.  
1. Religion—Topic: "Teachers Light the Way to the Better World Movement of Pius XII." Chairman: Brother Bartholomew, C.F.X. Speaker: Rev. Stanley Kusman, S.M. Summarizer: Sister Mary Prisca, R.S.M.  
2. Instruction—Topic: "Stimulation of Love and Respect for Learning." Chairman and Speaker: To be announced.

## Convention Chairman—



REV. CHARLES P. MCGARRY,  
Supt. of Schools, Diocese of Camden,  
General Chairman of NCEA Convention

3. Administrators' Meeting—Topic: "Recommended Financial Practices in Secondary Schools." Chairman: Rev. James W. Malone. Speaker: Brother Leo Ryan, C.S.V. Panelists: Rev. Joseph M. Gleason, Rev. Donald J. Reagan, Sister Marie Julie.

### Friday, April 3

9:00 a.m.—Closing Session. Topic: "Encyclicals on Education and the Catholic Secondary School." Chairman: Rev. Thomas Reidy, O.S.F.S. Speaker: Rev. Frederick J. Stevenson.

## ELEMENTARY SCHOOL DEPARTMENT

### Tuesday, March 31

2:30 p.m. Chairman: Very Rev. Msgr. Laurence J. O'Connell. "Christian Elementary Education: Our Commitments and Resources" by Rev. John T. Foudy. Introduction of Sister Mary Richardine, B.V.M.

### Wednesday, April 1

9:30 a.m. Chairman: Rev. Edgar P. McCarren. "Using Our Total Resources for Today's Needs" by Rt. Rev. Msgr. Henry Bezou.  
12:00 Noon—Supervisors' Luncheon—Place to be announced.  
2:30 p.m.—Supervisors' Meeting. Co-Chairmen: Rt. Rev. Msgr. Henry M. Hald and Sister Hilda Marie, O.P.

### Thursday, April 2

9:30 a.m.—Sectional Meetings.  
1. Chairman: Rev. David Fullmer. "Upgrading the Arithmetic Program," Panelists to be announced.  
2. Chairman: Rev. John P. Breheny. "Our Responsibility to the Catholic Child in the Public School," speaker to be announced.  
3. Chairman: To be announced. "Modern Languages in the Elementary School." Panelists: Mother Raymond de Jesus, F.S.E., Two others to be announced.  
2:00 p.m.—Sectional Meetings.  
1. Chairman: To be announced. "Expanding Our Resources." Panelists: Mrs. Arleen Deters and one other to be announced.  
2. Chairman: Sister Mary Alice, R.S.M. "Teacher Aide—A Resource." Panelists: Pastor: Rt. Rev.

## Among the Speakers:

Most Rev. Justin McCarthy  
Most Rev. Fulton J. Sheen  
Most Rev. Lawrence J. Shehan  
Most Rev. John J. Wright

Msgr. Patrick J. Gleeson. Principal: Sister Mary Suzanne, R.S.M., Teacher: To be announced. Teacher-Aide: To be announced.

3. Chairman: Sister Esther, S.P., "Our Commitment to the Fine Arts," panelists to be announced.

### Friday, April 3

9:00 a.m. Chairman: Rev. John Clark. "Moral Guidance in Social Behavior" by Very Rev. Msgr. Justin A. Driscoll.

## SPECIAL EDUCATION DEPARTMENT

### Tuesday, March 31

2:30 p.m.—Opening Meeting. Speaker: Most Rev. Fulton J. Sheen. Other Speakers: To be announced.

### Wednesday, April 1

9:30 a.m. Topic: "Curriculum Planning for the Educable Mentally Retarded Child." Speakers: To be announced.

2:00 p.m.—Topic: "Psychiatry of the Emotionally and Socially Disturbed Child." Speakers: Leo H. Bartemeier, M.D., and William C. Kvaraceus, Ph.D.

### Thursday, April 2

9:30 a.m.—Program will list Special Education facilities in the area for personnel field trips.

2:00 p.m.—Topic: "What Is Special About Special Education?" Speaker: To be announced.

### Friday, April 3

9:00 a.m.—Topic: "The Therapeutic Value of Music in Special Education." Speaker: Rev. John H. Reinke, S.J. Demonstration: Practical value of tape teaching and its application to the field of Special Education by Sister Mary Theresa Brentano, O.S.B., and Sister Mary Wendeline, O.S.B.

## Vocation Section—Theme: "Basic Theological Concepts on Vocations"

### Tuesday, March 31

2:30 p.m. "The Church's Teaching on Vocations" by Rev. John F. X. Sweeney, S.J.

### Wednesday, April 1

9:30 a.m. "Scriptural Approach to Vocations" by Rev. John L. McKenzie, S.J. "Moral Aspects in the Question on Vocations" by Rev. Charles A. Schleck, C.S.C.

2:00 p.m.—Joint Meeting with Minor Seminary Department. "Pre-Seminary Spiritual Training: Some Principles and Practices" by Rev. Edward C. Dunn. "A Practical Summer Program of Directives for Minor Seminarians," speaker to be announced.

2:00 p.m.—Session for Sisters. "Spiritual Preparation as a Motivation for Vocations" by Rev. Patrick Howard, O.F.M. "Proper Relationship Between Teacher and Prospective Vocation," speaker to be announced. Special Meeting of Sisters Directors of Vocations.

Evening—Diocesan Directors of Vocations Dinner Meeting.

Evening—Religious Directors of Vocations Dinner Meeting.

### Thursday, April 2

2:00 p.m. "Canonical Aspects of Vocations" by Rev. Aidan M. Carr, O.F.M. Conv. "Practical Theological Conclusions on Vocations," speaker to be announced.

8:00 p.m.—Priests and Brothers Directors of Vocations Meeting. Discussion Subject: "Unusual Candidates—Difficult Decisions for Vocation Directors."

### Friday, April 3

9:00 a.m. "Fostering Proper Motivation for Christian Living" by Brother Charles Lawrence, F.S.C.



### Newman Club Chaplains Section

There will be three sessions at the following times:  
Tuesday, March 31, 2:30 p.m. Wednesday, April 1,  
9:30 a.m. and 2:00 p.m.

### SPECIAL SESSIONS

#### National Catholic Adult Education Commission

Thursday, April 2

9:30 a.m. "A Challenge to Catholic Education — Adult Education" by Rev. Gustave Weigel, S.J.  
2:00 p.m. — To be announced.

#### Catholic Audio-Visual Education Association

CAVE will hold sessions at the following times:  
Tuesday, March 31, 2:30 p.m. Wednesday, April 1,  
9:30 a.m. and 2:00 p.m. Thursday, April 2, 2:00  
p.m. Friday, April 3, 9:00 a.m.

#### National Catholic Kindergarten Association

Seventh Biennial Convention.

Tuesday, March 31

2:30 p.m. Attendance at General Session of Elementary School Department, NCEA.

Wednesday, April 1

9:30 a.m. Chairman: Sister M. Agnes Therese, I.H.M. "The Teaching of Religion. Integrating Religion with the Curriculum" by Rev. Aloysius J. Heeg, S.J.

2:00 p.m. — Chairman: Sister Mary Hildegard, B.V.M. "Christian Teachers Train for Moral and Ethical Values in Tax-Supported Kindergartens" by Mae Sullivan. "Integrating Religion with Art and Poetry" by Sister Mary Ada, C.S.J. "Integrating Religion with the Science Lessons" by Joan O'Piela. "Religion and Visual Education" by Dr. Ella Clark.

Thursday, April 2

9:30 a.m. — Resource Centers. Speakers of Wednesday afternoon session will demonstrate their approach to integrating religion with their special fields of visual education, poetry and art, and science.

2:00 p.m. — Open Committee Meeting of the Presidents of the State Units of the National Catholic Kindergarten Association. Reading of Resolutions: Sister Mary Agnes, C.P.P.S. Announcement of the new National Officer: Sister M. Agnes Therese, I.H.M.

#### Foreign Student Session

Thursday, April 2, 2:00 p.m.

### CONVENTION INFORMATION

Honorary Chairman: Most Rev. Justin McCarthy, D.D.

General Chairman: Rev. Charles P. McGarry.  
Committee Members: Rev. John J. Clark; Rt. Rev. Msgr. Joseph B. McIntyre; Very Rev. Edward O'Connor; Very Rev. John McMenamin, O.S.A.; Rev. James Foley.

#### Hotel Reservations

Requests for Hotel reservations should be addressed to the NCEA Housing Bureau, 16 Central Pier, Atlantic City, N. J. Please request accommodations for two or more persons wherever possible.

#### Arrangements for Mass

Priests may make arrangements to say Mass in the Claridge Hotel and in the Shelburne Hotel, as well as in the Atlantic City parish churches.

#### Meetings

All meetings, except where stated otherwise in the final program, will be held in the Convention Hall.

#### Convention Headquarters and Pressroom

Convention Headquarters and Pressroom will be located in the Convention Hall.

#### Registration and Exhibits

Please register at the Registration Desk in the foyer of the Atlantic City Convention Hall. The Exhibits will be set up on the Main Floor of Convention Hall.

#### Luncheon

Luncheon will be available at nominal cost in the Convention Hall.

#### Inquiries

Information in regard to the convention may be secured from the office of the Executive Secretary of the National Catholic Educational Association, 1785 Massachusetts Avenue, N.W., Washington 6, D. C.

#### Meetings of Other Organizations

Other organizations meeting in conjunction with the NCEA this year include: the Catholic Audio-Visual Educators Association, Catholic Business Education Association, Directors of Vocations, Jesuit Educational Association, National Catholic Adult Education Commission, and the National Catholic Kindergarten Association.



Convention Hall in Atlantic City houses the convention headquarters, the meetings, and the commercial exhibits of the 56th annual convention of the National Catholic Educational Association.



The Church of St. Nicholas of Tolentine, near the Convention Hall, Pontifical Masses will be celebrated here during the convention. Very Rev. John J. McMenamin, O.S.A., is pastor, and the prior of the Augustinian community in charge of the parish.



## The Catholic Business Education Association

By Sister M. Janet, S.C.

Commission on American Citizenship, Catholic University of America

The Catholic Business Education Association is an organization of business educators in Catholic universities, colleges and high schools; Catholic teachers in public schools; Catholic businessmen; and others interested in promoting Catholic social thought in business education and business life. It was organized in November, 1945, at Cardinal Hayes High School in New York City by a group of 18 teachers from the New York area, and placed under the patronage of Our Lady Queen of Peace.

The aims of the C.B.E.A. as indicated in the recently revised constitution, are to encourage co-operation among religious and lay teachers in the field of business education, to provide service aids, to encourage the reading and production of literature in the field, to promote curriculum improvement, and to encourage the establishment of graduate courses in business education in Catholic universities.

### National Convention

Each year during the convention of the National Catholic Educational Association a businesslike and thoroughly efficient group of people are seen in the convention city, quite evidently interested in the activities of the larger organization, but carrying on a paralleled set of meetings which engage their first attention. Thus since 1951 the Catholic Business Education Association has conducted its annual meeting giving its members the opportunity to share in both general and specialized educational discussion groups and assemblies.

### Regional Units

Strictly speaking the C.B.E.A. is a federation of units organized in various sections of the United States, Canada, and other regions. A national board determines the area of the regional units, each of which elects its own officers and regulates its own affairs, so long as these remain consistent with the over-all constitution. Regional meetings are carried on in accord with the needs of the area involved. At present there are eleven units: Eastern, Northeastern, Midwest, Southern, Southwest, Northwest,

Central, Atlantic, Puerto Rican, Pacific, and Canadian.

### Government

National officers of the Association consist of a president, vice-president, secretary, treasurer, editor of the *Review*, and public relations director. These together with the outgoing president and the chairmen of the regional units form the national board which carries on the business of the federation, arranging the national convention, regulating the admission of new units, approving projects, and fixing membership dues. In April, 1958, Brother J. Alfred, F.S.C., Christian Brothers College, Memphis, Tenn., was elected president for a two-year term.

Regional units are governed by a chairman, co-chairman, secretary, and treasurer.

### Publications and Other Activities

Publication of the *Catholic Business Education Review* is one of the chief purposes of the Association. It is a quarterly, costing \$2 per year for nonmembers and \$1.50 for members.

The Association boasts of an impressive list of achievements in the field of business education. In 1949 it sponsored a high school teachers institute on the social encyclicals; in 1950 a college workshop on the teaching of Catholic economic and social principles at the University of Notre Dame; in 1953 a business education clinic at the Catholic University of America; in 1955 in Chicago a business educational conference on theology in business; in 1957



Business education students at Notre Dame High School, Trenton, N. J., receive practical office experience. Here Christina Nerwinski operates the school switchboard. Photo courtesy of *The Coronet*, the school's newspaper.

in San Antonio a conference on the moral challenge to business and professional leaders. It was instrumental in establishing at the Catholic University of America a summer session department of business education which has operated since 1953.

Regional projects have included a typing test program sponsored by the Midwest Unit; and high school contests for merit rating of schools and scholars have been sponsored by the Eastern and Southern units. The Central Unit is now planning a business education institute to be held at Duquesne University in Pittsburgh, June 14-19, 1959. This institute, labeled *Gateways to Business Education* offers both graduate and undergraduate credit and promises to be outstandingly successful. General chairman is Sister Edith Marie, S.C., 1900 Pioneer Avenue, Pittsburgh, Pa. Write to her for further information.

### Who Should Belong?

The categories of persons eligible for membership are stated in the constitution and listed at the beginning of this article. While membership will necessarily consist primarily of business educators, there is a large group of laymen who might find great enlightenment through association with the organization, particularly through its activities to promote understanding of Christian social thought as applied to business. Dues are paid to the regional unit and are only two dollars a year. For further information write to the president or to: James L. Hayes, Editor, *CBEA Review*, St. Bonaventure College, St. Bonaventure, N. Y.

One-act vocation play for high school

# To Praise, To Love, To Serve

By Sister M. Fides, R.S.M.

St. Michael Convent, Pensacola, Fla.

## CHARACTERS AND COSTUMES

Mary, Alice, Susan, Charles—high school seniors. In the first scene they wear typical high school clothes.

Mary as a Sister wears a habit. Alice as a model is smartly dressed and carries a good looking umbrella. Susan as a nurse wears a uniform. Charles as a priest wears a cassock. Roland as a scientist wears a white uniform coat and carries a slate with formulas written on it. Louis as a banker is dressed in a business suit. The lawyer wears a business suit and carries a brief case. The secretary is trimly attired; she carries a notebook and pencils. The air hostess wears a typical uniform. The bride and bridegroom are clad in traditional wedding clothes.

## SCENE I

TIME: After school, Wednesday afternoon.

SETTING: Classroom.

STAGING: Teacher's desk and chair at right of stage facing left of stage. Several student desks facing teacher's desk.

[Mary, Alice, Susan, and Charles are sitting sidewise. Mary and Alice in conversation as they sit at desks and fold programs.]

\* \* \*

ALICE: Mary. I didn't realize putting on a skit could be so much fun. Did you?

MARY: No, I really didn't. As a matter of fact, when Sister told us to take over I was a little dubious about it. But it has been sort of adventuresome, hasn't it?

ALICE: Yes—If only everything goes all right on Friday. Did Sister say this was to be at the one o'clock assembly program? If so, we can get things going during our lunch period. We could start everybody getting dressed. I don't guess they'll be hungry anyway.

MARY: I know I won't.

ALICE: Everybody ought to be dressed by ten to one—at the latest. If Louis and

Roland get that spot fixed on the stage tomorrow afternoon, we'll be all set. You know, I'm glad this doesn't call for too much scenery. I'm afraid we'd never make it if it did. Hope all are successful in getting their career clothes on time.

[Enter Charles and Susan.]

ALICE [looking up]: Oh, hello Susan. Hi! Charles.

MARY: Well, hello. Susan, I hope you've gotten your nurses' uniform for Friday. Have you?

SUSAN: Oh, yes. And does it ever look nice on me! My cousin is a nurse and she lent me hers. You ought to see me in it. I can't wait to wear it. . . . Can I help fold programs? [Sitting down at empty desk, she reaches for papers and starts to fold. Charles takes a seat, and looks on.]

ALICE: Well, Charles, how does Father's cassock look on you?

CHARLES: Sorry, I haven't gotten it yet. I'm to stop by the rectory and pick it up on my way home. Don't worry. I'll have it on time for Friday. If you people don't take too long finishing this up, I'll be glad to take you home.

MARY: It won't take us long to finish, and we'll surely be glad to get a lift.

ALICE: With this job finished, that means we have only to place those palms on the stage tomorrow afternoon and we'll be all set. The light still has to be fixed. And then if people all get their outfits. . . . They will just have to—that's all. All the names are on the program now.

SUSAN: My! But you two have been really smart. Won't Sister Felicitas be surprised to see these things finished and on her desk a whole twenty-four hours ahead of time! You are so efficient you will be having the senior play to put on, if you don't watch out.

[Mary and Alice pack the last of the folded programs in a box, place it on Sister's desk. The four students gather up coats, books etc., and start leaving the room.]

ALICE: Well, this has been so much fun that maybe we wouldn't even mind doing that. But we had better wait for Friday's show before we get too ambitious, and start talking "big-time" productions.

[Curtain]

## SCENE II

TIME: Friday one o'clock.

SETTING: School auditorium. Two or three palms arranged in pyramid style on both the right and left side of middle of stage. This permits opening for career people to enter from back. Fitting backdrop is used. A spotlight shines on center of stage, spotting career person. As narrator reads descriptions from speaker's stand at either right or left side of stage, the characters representing the particular career, enter from back of stage, pause for identification and leave stage from right front.

\* \* \*

NARRATOR: Reverend Fathers, venerable Sisters, members of the faculty, and fellow students:

It seems fitting that we students pause during the month of March to consider seriously our vocation in life. Though here at school, we are reminded from time to time to think about plans for the future, it still helps to have some of the various vocations and careers presented to us in a direct way at least once during the year.

For each of God's children, He has special designs. He expects that we praise, love, and serve Him in our adult years in one of the three states of life—the married, the single, or the religious. In each of these states there are various patterns for living. Most of us will eventually enter the married state, but in order to live it successfully, we must give additional thought to some form of career, or means of making a living.

For those of us who will enter the religious state, there are various patterns for living also. The members of some orders lead a contemplative life and pray especially for the rest of the world, while the members of other orders lead an active life as they preach, nurse, teach, do parish or social work as the case may be in orders for men or for women. Some individuals who are called to the priesthood prefer not to join a particular order but to work directly under their bishop and therefore they join the diocesan clergy.

In presenting some of the aspects of the many possible careers and vocations before

# Remember March is Vocation Month!

us—it is impossible to present all of them—we may bear in mind a most important thought: that we attempt to learn and to know God's will for us. Only in following His will can we best work out our sanctification.

[*Music swell—Trained nurse enters—Music softens.*]

NURSE: As you can tell by my uniform, I am a trained nurse who completed three years of study and practice duty before being recognized as a registered nurse. I love my work because I like to relieve people who are in pain and suffering and see them grow strong and well again. [*Nurse leaves stage.*]

[*Music swell—Lawyer enters—Music softens.*]

LAWYER: My professional work as a lawyer gives me the opportunity to defend the innocent, to plead for and to uphold justice. My work demands college training and the ability to speak persuasively. In my profession, integrity is a real challenge. [*Lawyer leaves stage.*]

[*Music swell—Private secretary enters—Music softens.*]

SECRETARY: In my capacity as a private secretary, I enjoy taking letters in shorthand and typing them up as well as assisting in the dispatching of the general business that comes into our office daily. It is interesting work to meet the public in this way. [*Secretary leaves stage.*]

[*Music swell—Banker enters—Music softens.*]

BANKER: As a banker, I get to help people with their financial problems by arranging loans, making deposits of money

for them, and crediting their deposits with interest. It is intriguing work, and it calls for accuracy and sound moral principles. Some banks offer persons who show real interest in the work an opportunity for taking a special training course in the overall workings of the banking system, and then permit them to work their way up in the business and eventually become executives. [*Banker leaves stage.*]

[*Music swell—Air-plane hostess enters—Music softens.*]

HOSTESS: Mine is a fascinating work. As delightful as it is to assist people in traveling and make their plane trips comfortable, it is also a delight for me to get to various cities and places and see how many different people live. In time, I hope to work for an International Air Line Company and thereby get the chance to go to foreign countries. [*Hostess leaves stage.*]

[*Music swell—Scientist enters—Music softens.*]

SCIENTIST: My profession brings me to the very heart of the universe. Many of its mysteries are yet unsolved. For boys and girls who have done well in science courses in high school, scholarships are frequently available for college work. The fields open to scientists are research in either industry or university work, and teaching on a college or high-school level. [*Scientist leaves stage.*]

[*Music swell—Model enters—Music softens.*]

MODEL: Many people do not believe my career as a model involves hard work. Behind the glamour which they see, much self-discipline is demanded. My working

day is a long one and consequently my recreation hours are limited. But I do enjoy modeling clothes that are attractive and in good taste. [*Model leaves stage.*]

[*Music swell—Bride and Groom enter—Music softens.*]

BRIDE: We are about to take our vows before God's altar and receive the blessings of Holy Mother the Church at a nuptial Mass. Previous to this day, we have consulted with our parish priest and our banns have been published.

GROOM: As we go through life together, we hope to imitate the example of the Holy Family as we try to bring the spirit of Jesus, Mary, and Joseph into our home. [*Bride and groom leave stage.*]

[*Music swell—Sister enters—Music softens.*]

SISTER: Just as some people are meant to be mothers, and some doctors, and nurses, I am set aside for consecration. This means that my whole life is at God's disposal—at His service. Thus my time, my talents, my strength, and my heart are dedicated to mothering God's orphans, serving God's sick, teaching God's word to little ones and big ones, and in general living a life of love both for God and for my neighbor. [*Sister leaves stage.*]

[*Music swell—Priest enters—Music softens.*]

PRIEST: As a priest, I share in the priesthood of Christ. Mine is the highest dignity to which man can aspire, but my vocation is a gift of God. I have the privilege and the duty of dispensing the treasures of the Church to all men. Through the Holy Sacrifice of the Mass, the celebration of which is my unique prerogative, I bring Christ to man and man to Christ. [*Priest leaves stage.*]

[*Music swell and Music softens—Curtain.*]

NARRATOR: We have seen here some of the careers and vocations that are open to us. May the Holy Ghost guide us as we seek to learn the one path that God intends for us to follow. For in His Will is our sanctification.

[*Music swell—Narrator goes behind stage.*]

### SCENE III

TIME: Immediately after presentation of vocation and career scenes.

SETTING: Same classroom as in Scene I. Members of the cast still in stage clothes begin to gather in classroom informally.

\* \* \*

BANKER LOUIS: Hey, Roland. That's some formula you've got there. I bet it would take more than that slate to work it. [*Removing coat—picking up books.*]



How vocations and occupations serve God is a study that should begin in first grade. These eighth graders at St. Mary's School, South Boston, study medical careers with their teacher, Sister M. Paulette, C.S.S.F. The school is staffed by the Felician Sisters.



# Are We Realizing Our Objective?

By Sister Margaret Clare, C.S.J.

Elementary Supervisor, Sisters of St. Joseph of Carondelet, Archdiocese of Los Angeles

SCIENTIST ROLAND: You bet it would. That blackboard might provide enough space! [*Removes white coat—straightens tie.*] Maybe Mr. Smith will do it for us in this next class. [*Both boys gather belongings and leave room—Girls enter immediately afterward.*]

NURSE SUSAN: Now what did I tell you about this uniform, Mary? Doesn't it look well on me? Really, when I think of beginning training next September, I just get excited all over!

SISTER MARY: It does look well on you, Susan! I guess come next September we'll all have to stumb our toes so you can nurse us back to strong and perfect health again. You're lucky to know what you want to do when you finish school.

[*Alice—model swinging umbrella with fancy handle enters room, suddenly stops and listens to Susan and stares at Mary.*]

SUSAN: Well, it does give me a good feeling to know that the entrance exam is over. Here's hoping acceptance papers come soon.

ALICE [*blurts*]: Mary! That habit is so becoming to you. You look just like a real Sister [*Advancing toward Mary and fingering veil.*]

MARY: Do you think so? I'm not so sure I feel like one.

ALICE: Well, I would. Before you return it to Sister Felicitas, please, let me try it on. I've been wondering for days what I'd look like in it.

SUSAN: Been wondering what you would look like in it! Say, Alice. Have you been having ideas lately?

ALICE: Well—I guess this is as good a time as any. [*Smiling*] Susan, you're not the only one who knows what she is going to do after we finish school. Yes I'm entering!

SUSAN and MARY [*gasping*]: You're what! ! !

MARY: You're fooling, aren't you?

ALICE: No, I'm in dead earnest. It's all settled. I'm going to the novitiate in September.

MARY: Well, since the model is telling us that she is going to wear a Sister's habit, I can tell you that I'm seriously thinking about donning a bridal veil next fall.

[*Gasps, oh's and ah's.*]

ALICE: You'll be nice, Mary, and you'll be just as pretty at keeping house. Oh, isn't it wonderful that we get to do such beautiful things with our lives.

SUSAN: It's really true—What Father Higgins always says in religion class. What a privilege it is that we get to Praise, to Love, and to Serve.

[*Curtain*]

Our aim, our goal, the victory we are striving to achieve was stated succinctly by Pope Pius XI, as "to form Christ Himself in those regenerated by Baptism."<sup>1</sup> Yes, let us face the issue squarely, our ultimate objective as religious teachers is "to form Christ" in each and every soul entrusted to our care. Our own Commission on American Citizenship designates this as *Christian Social Living*. They define it as "a way of looking at things, of feeling about things, and of doing things according to Christ. It is full co-operation with the grace of God which will elevate all the actions of everyday, whether they be great or small, to the realm of the supernatural."<sup>2</sup>

Just as the priest each morning takes bread and wine, places them on the altar of sacrifice, and, at the sublime moment of consecration, changes them into the Body and Blood of Our Lord, Jesus Christ, so does the teaching Sister, in like manner, daily stand before her class, and to her the Divine Master entrusts the sacred task of working in her pupils a change similar to that wrought in the bread and wine. She is to change them into "other Christs." Though this change may not be as all-embracing nor as instantaneous as that of the priest, nevertheless, it is real. This thought was brought out in a motto that I recently found on a seventh-grade teacher's desk. It ran as follows:

**Your classroom is your place of sacrifice. Your desk is the altar, and yourself with your pupils are the hosts which must be transformed into Christ and offered to God as sacrifices of praise.**

## The Role of the Teacher

Many of us realize that our Catholic schools are not meeting with the success, achieving the victories, which our objectives indicate. Much of our teaching is not

<sup>1</sup>Pius XI, *On the Christian Education of Youth* (New York: The America Press), p. 32.

<sup>2</sup>Commission on American Citizenship, *Guiding Growth in Christian Social Living* (Washington, D. C.: The Catholic University of America Press), p. 6.

being carried over into the daily lives of our children. Not all of the products of our schools are representative of Christian social living. Surely, there is a weakness someplace in our system, because the delinquency prevalent today cannot arise entirely from the neglect of parents. Besides, parents in many of these homes, have received their education in Catholic schools. If they are negligent in their parental duties, then someone failed to form Christ in them while they were in school.

Let us sincerely face up to the fact of this failure, and seriously examine our position as teachers to determine whether or not we are in any way responsible for this unfortunate state of affairs. First of all, if Christ has not been formed in us, then how can we ever expect to influence others in this respect? In the following passage, Father Kirsch indicates what children see in us:

"We may say to our pupils what we please, but we thunder what we are. They, the children, are all too quick to draw their own conclusions about our teaching if they discover that we do not practice what we preach. Let the teacher therefore realize that she is imprinting herself, not her words, on the sensitive souls of the children before her. She is influencing them daily and hourly for better or for worse."<sup>3</sup>

As a matter of fact all Catholic teachers should be able to instruct their pupils as did St. Paul his disciples, "Be ye followers of me as I also am of Christ." According to Monsignor Johnson, that ardent apostle of Catholic education, our pupils should remember us, and "in remembering us be reminded of the Master."

## A Definite Plan of Action

Since such then is our high calling and grave responsibility, what can be done to develop "Christ-likeness" in the dedicated lives of our teachers? I venture to offer three positive suggestions: first, the regular reading of a few periodicals that portray contemporary Christian thought; second,

<sup>3</sup>Kirsch, Felix M., *The Catholic Teachers' Companion* (New York: Benziger Brothers), p. 26.



daily meditation on our Divine Exemplar as found in the New Testament; and third, an efficacious use of Holy Communion.

In order to keep abreast with the times, and, at the same time, to place a Christian interpretation on current events, it is important that our teachers read monthly such publications as *Worship*, *The Catholic Mind*, and *Sign*, wherein a correct Christian social outlook is reflected. This diet should be supplemented by that of a weekly journal which interprets current events. This may include such publications as *America*, the diocesan weekly, and for classroom use, *The Young Catholic Messenger*. *The Catholic Digest* is also very well orientated socially and can be of great help in this matter. Through the regular reading of a few periodicals, our Sisters should become conscious of the elements in the world that somehow must put back together in Christ.<sup>4</sup>

### The Armor of Prayer

Then there is the daily meditation of the religious. Since her main object in life is the imitation of Christ, what better means could be employed to reveal Him to her heart and mind than a prayerful study of the Divine Exemplar as found in the New Testament? Here He is revealed, not as others interpret Him, but as the very Word of God portrays Him to us. According to His Holiness, Pope Leo XIII, no book offers a greater encouragement to virtue or attraction to the love of God than does the New Testament, wherein we find Christ, who is our Life and our Hope. It was no less than St. Jerome who maintained that "to be ignorant of the Scriptures was to be ignorant of Christ." The resolution taken after each meditation should result in a closer imitation of Christ's social outlook.

There should be a carry-over from this meditation also into the religion class. In this regard, the practice of making a definite study of each Sunday's Gospel as the year progresses is an excellent one. The Gospel story should be analyzed and discussed to discover "how" and "why" Christ acted as He did in each of the various episodes related. Then a direct application should be made as to how we, in our everyday living, can imitate our Divine Model as He is revealed in this instance—not at some future date but here and now. Some sort of check should be made to determine whether or not the "resolution-for-imitation" has been kept.

<sup>4</sup>See, Gerald Sloyan, "A Christian View of the Social Studies," in *Philosophy of the Curriculum of the Catholic Elementary School*, The Catholic University of America Press, p. 95.

## In the search for religious vocations

# Look for those for a vocation, rather than with a vocation!

By Father John J. Doherty, C.S.C.

Holy Cross Preparatory Seminary, Notre Dame, Ind.

In seeking out the signs of vocation, we should not expect to find them in their perfection in the candidate to religious life. Let it suffice that the "raw material," so to speak, be in evidence, so that there is promise of gradual development toward perfection. On opening day of football practice, a college football coach does not expect his players to start off with trick plays, the razzle dazzle fancy stuff. He is happy enough if he has good material. So too, vocation prospects need only give sufficient assurance of future development.

In order to meet the vocation crisis, we should never be satisfied with merely knowing the signs of a vocation. Every priest, Brother, and Sister should become "vocation minded" and not adopt the not uncommon attitude that God Himself will furnish the necessary vocations. God in His ordinary providence accomplishes His purposes through human means. All of us, not just directors of vocations, are the means for fostering vocations. You teachers, for example, are in an excellent position to spot and encourage vocations. You should be on the lookout for the boy or girl not so much with a vocation, but for a vocation, one who possesses the signs of vocation.

In encouraging vocations we must always avoid the danger of letting our enthusiasm run away with us by ignoring the signs of a vocation. Regardless of our needs, we must never blind ourselves to the undesirable traits which we may discover in a potential candidate. If we lower our standards by stocking our seminaries and postulates with every applicant that comes along we shall get quantity, but not quality. We shall attract the "misfits" in life and repel the qualified. Ultimately we shall be doing great harm to the spirit and work of our own community in particular and the Church in general.

Finally, when the religious daily enjoys that intimate communion with her Divine Spouse in His Eucharistic presence, her fervent prayer should be that she may become transformed into Him, that she may make her own the prayer of the Apostle, "Now I live, no longer I, but Christ lives in me." During these sacred moments, she should implore the grace of seeing things as He sees them, of feeling about things as He feels about them, and of doing things as He would do them. During these sacred moments after Holy Communion, she should re-echo the prayer of Father Plus, S.J., "Lord, grant that when they see me, they may see Thee." Thus she will become an immediate demonstration of what she is striving to teach.

### Realizing Our Objective

Though this plan may sound simplified,

no one is blind to the immense task that it proposes nor to the difficulties that will be encountered by those who would form Christ first in themselves, then in others. The spirit of the world will make inroads to oppose our noblest aspirations. Who will say it is easy, when, at times, our very best efforts seem to be lost on many pupils? But even this should not discourage us. Here again, we must turn to our Divine Model for example. He did not reap the fruit which might have been expected from such a Teacher. Not all that He sowed brought forth fruit a hundredfold. Some fell on stony ground, some among thorns, yet He went on patiently sowing. And He is the Divine Model we are striving to reproduce, so we should never become disheartened if our success does not correspond with our efforts.

# Father Joe's Little Missionaries

By Sister M. John Martin, S.L.

Mary Queen of Peace School, Webster Groves, Mo.

## SCENE I

INTRODUCTION: This play is being presented by the children of the — in honor of the Child Jesus. In giving this play we want to learn how important it is for us to pray and to make sacrifices for the poor pagan children. The play opens as five children are just leaving the school building.

[Five children are walking along the stage, from left to right in front of the curtain. They are laughing and talking among themselves when Mike calls to them.]

MIKE [runs out from left]: Hey, fellas, wait for me! [Comes up to group, who have called out a greeting to him and then

stopped to wait.] Whew! I had to close the windows. Sister was hanging up some crazy looking pictures of some foreign kids . . . what do you suppose is coming up now?

MAUREEN: Oh, that's easy to guess. Weren't you listening this morning to religion class?

DAVE: Yeah. Sister was telling us about the missions and how we should help. But I still don't see why we have to do anything.

PATSY: I don't either. Our parents take care of us, why don't those other people do the same?

TOM: And anyway, we're not missionaries; we're just kids in school. We have

to grow up and become priests and Sisters before we can do anything.

SUE: I don't think you're right about that, Tom. Why would Sister have said that we should help? She wouldn't ask us to do the impossible.

MIKE: Sue's right. I think there must be something we can do. Why, every year we've ransomed pagan babies . . . you know, when we bring in our money and then we get to choose a name for a baby.

SUE: And Sister's not the only one who talks about the missions. Just last Sunday . . .

[Father Joe can be seen starting across the yard.]

TOM [interrupting: points to right] Oh look . . . there's Father Joe! Good afternoon, Father.

ALL: Good afternoon, Father Joe! [All run over to the priest.]

FATHER JOE [coming from right]: Well, well, good afternoon to you, too. What were you plotting and planning looking so solemn and serious? Looks like we'd better be on the lookout for some mischief.

DAVE: That's one time you're wrong, Father. Mike was just telling us that Sister was putting up some pictures of foreign children who were very poor, and we were just talking about all this help we're supposed to give them. We couldn't see many things that we could do.

MAUREEN: And some of us couldn't see that we should have to help . . . after all, why can't they take care of themselves?

FATHER JOE: Just a minute, now! You've really given me a surprise! It's been a long time since I heard a lively group of kids talking about helping the missions! But you seem to have some doubts and questions about the whole thing!

PATRICIA: I guess you hit the nail on the head, Father. We don't seem to understand what it all means.

FATHER JOE: Then I guess your guardian angels sent me out here, because you have found one of my pet projects. Some of the children and I have been working



## YOUNG CITIZENS WORK PRO DEO ET PATRIA

These seventh grade girls from Blessed Sacrament School, South Fort Mitchell, Ky., sang Christmas carols and brought gifts of fruit to Joseph and Robert Doll, victims of muscular dystrophy. One of the girls is a sister of the crippled boys. The pupils of this seventh grade are members of the Citizenship Clubs, sponsored by the Catholic University of America Commission on American Citizenship. Joseph and Robert, age 21 and 18, graduated from Blessed Sacrament School and Beechwood High School with the help of public school tutors, and Joseph has been studying biology for three years under Dr. W. F. Humphreys of Villa Madonna College who was sent to his home by the St. Vincent de Paul Society. These boys, who have two brothers studying for the priesthood, hope to find useful employment. Sister M. Isabel, O.S.B., is the teacher of the seventh grade at Blessed Sacrament School.

on this very thing! Suppose I talk to Sister and see if I can come over tomorrow and give you a little help?

ALL: Oh, please do, Father. That would be wonderful!

FATHER JOE: All right, then, I shall see you tomorrow; but you'd better have your wits sharpened because I'm going to give you plenty of food for thought.

ALL: Okay, Father. We shall! 'Bye, Father Joe!

[Children and Father Joe exit in opposite directions. Children are talking among themselves and someone can be heard to say, "Boy! We're going to get out of a lot of school work tomorrow!"]

## SCENE II

INTRODUCTION: The second part of our play takes place the next morning. The six children, and some others, can be seen seated at their desks. Sister Marie is speaking to them:

[Curtain opens. Eight or ten children are seated at right front. Desks face toward center stage. Sister Marie is at center back. Door is at left front.]

SISTER MARIE: What did we discuss in our religion class yesterday, Patricia? [While Sister is speaking, a knock is heard at the door.] Oh! Maureen, please answer the door.

[Maureen opens the door and Father Joe enters. All rise and speak to him.]

FATHER JOE [walks to center and stands in front of children]: Good morning, boys and girls. You may be seated. Well, did my friends of yesterday spread the word around that I'd be in today?

ALL: Yes, Father.

SISTER MARIE: And a little bird told me, Father, that some of them think this is going to be a wonderful way to get out of work!

FATHER JOE: Oh, they do, do they? Let's see what they think after I have finished! I've brought along some children from the Junior Sodality who have prepared a little play about the missions. [Goes to door and calls out]: Okay, Jim and Mary. You may get started now.

[Father goes to chair at back left. Sister Marie sits in desk among children.]

## THE MISSION PLAYLET

[Jim and Mary enter from door, left front, as do all other characters in playlet. Jim and Mary stand at rear left so as to be seen by children as well as by the audience.]

MARY: These little scenes will show us some ways in which the children who are members of the Holy Childhood Association can help the poor pagan children. Our

Holy Father is the special friend of this club. . . . Jim, won't you tell us what the Holy Father said about it?

JIM [steps to front center]: Our Holy Father has said: "It is Our earnest wish that the Association of the Holy Childhood be established in every diocese of the United States, and that all Our American children, like so many little missionaries, help by their prayers, alms, and, sacrifices to convert and win the salvation of the pagan children of the world. We wish you to know that We have a deep and sincere personal interest in the work of this Association, and that We are indeed aware of the outstanding contributions in the past, and We pray that this work will continue and increase with the help of the Bishops, Priests, and teaching Sisters of the United States." [Goes back to place beside Mary.]

MARY: Thank you, Jim. In our first scene we would like for you to imagine that you are in a far-off mission land. A poor mother has just been told by her husband that she must kill her new baby girl.

[Pagan mother enters carrying an infant.]

MOTHER: But couldn't we keep this one? We've given so many of the others away, and surely, even though it is a girl, we could find some use for her. She would soon be able to help us to garden and to care for the house. But my husband says "No." I must leave her along the path . . . perhaps someone will find her before she dies. [The weeping mother places baby on ground toward front center.]

JIM: This is a very sad picture, isn't it? But it happens many times in the pagan countries. What will happen to the poor baby girl?

MARY: It could be that the little one will die of starvation before anyone finds her. Another baby to miss the joys of heaven because it was not baptized!

JIM: Or it could happen that help will come in time from one of the Holy Childhood Missions near by.

[A Missionary Sister and her helper enter . . . walk a little way across the stage, then Akimbo notices something.]

AKIMBO: Oh, look! Another poor deserted baby!

SISTER MARY: Poor baby! Pick it up, Akimbo. Let's see if it is still alive. [Uncovers baby's head.] Good! it is still breathing. Let us hurry to the Orphanage with her . . . everything else can wait.

[Both walk hurriedly off to right, then circle back again as if they have arrived at the Mission.]

SISTER MARY [calls out]: Oh Sister Ann! Come . . . see the poor deserted baby I have found? Oh, how I hope she is still well enough to save. Let us hurry and baptize her. . . . I will go for Father White while you clean her up.

[Sister Ann and Sister Mary leave, Sister Mary returns almost immediately with Father White who is carrying a notebook.]

FATHER WHITE: Let's see, Sister. This one is to be named Mary Theresa according to the last adoption list we received from the Holy Childhood. Where is the baby?

[Sister Mary goes to door and calls Sister Ann, who enters with the baby.]

FATHER WHITE: We will baptize her right away because she is very sick. [Pours water on forehead] I baptize thee Mary Theresa in the name of the Father and of the Son and of the Holy Ghost. [All exit.]

JIM: We liked the way this story ended, didn't we? The baby was saved and, most important, was baptized. She will be taken care of at the Orphanage, and brought up as a good Catholic . . . and thanks are due to some children in America who know what it means to make little sacrifices for the missions.

MARY: Let's take a look back at this same mission, where Father White and the two Sisters are talking.

[Enter Father, Sister Ann, and Sister Mary—stand at center front.]

FATHER WHITE: Your records are good, Sisters. They show that many children have been saved because of your good care. Some died soon after they were baptized, but many others are still being cared for here at the Orphanage.

SISTER ANN: Yes, Father. God has been good to us in the work we do. Many of these little ones would surely have been killed by their parents. They think that if a baby has something wrong it is in the power of the devil. They are so afraid of their false gods.

SISTER MARY: But I can remember many sad days, Father, when we have had to turn away parents who wanted us to take their child . . . and we didn't have enough money to give them for the child. There have been many times, too, when we didn't have room for more babies.

FATHER WHITE: I wish we could bring some of those American children over here to see how these poor people live . . . and how much they have to suffer. Surely then they would be more generous with their prayers and sacrifices.

SISTER ANN: You're right, Father. If they could only know what a tremendous work they are doing by being little mis-



sionaries right in their own homes. [*All three exit.*]

JIM: Sister Ann is wise when she wants us to know that we are really being missionaries when we put our pennies in the mission bank. We can stay right at home and still help to save a poor pagan.

FATHER JOE [*interrupting from place where he has been seated, watching.*] Pardon me, Jim, but don't forget to take the children on that last important trip. . . . The one that makes their imaginations do some extra work!

JIM: No, sir, Father. We wouldn't forget that one!

MARY: This time we will pretend to see something that really can't be seen at all!

[*Angels begin to enter—coming to center where they stand in row, facing both children in their desks and the audience.*]

JIM: That's right! Here we are in heaven, and these are *your* guardian angels.

FIRST ANGEL: Boy! have we been busy during that play down there in our room.

SECOND: I'll say. Just look at this record of actual graces that I've had to mark down for my charge. [*Shows marks on scroll to indicate graces.*] These are for all the good thoughts he's been having!

THIRD: And just see this long string of graces [*shows list*]. And what's more, they've been taking every good thought and putting it to work, too. I've had lots of good resolutions to record.

FOURTH: I don't mean to be a kill-joy, but it's a good thing! Look at this black record I've got to get wiped out!

FIFTH: Oh, that will be easy once these boys and girls begin to realize what wonderful graces and indulgences they will get from being good members of the H. C. A.

SIXTH: Just think of all the indulgences they will get when they go to Mass and Holy Communion on the Holy Childhood feast days.

FIRST: I'm going to do my best to remind my girl to say her Hail Mary and the aspiration every day . . . that's important if she wants to get the special graces from the Association.

SECOND: I know just what you mean. . . . My boy's always forgetting to say those prayers.

THIRD: And that's too bad, too, because one of the guardian angels who works over in a mission land told me that the graces simply pour down on those pagan children every time that aspiration is said.

FOURTH: Let's all say a fervent prayer of thanks to God for Father Joe and Sister Marie who are working so hard to convince our children of their duty to the missions.



### STIMULATE VOCATIONS BY RELIGIOUS DOLLS

"All knowledge comes through the senses," is a familiar Thomistic axiom. We decided to utilize the principle in stimulating interest in vocations among our doll-conscious fourth graders and their families.

Our project began with a class explanation of the various orders and congregations in which priests and other religious praise and labor for God. When great interest was stimulated, we assigned the eager children a special order or congregation whose distinctive habit he would represent by a home-sewn model in a display.

Although we had many pictures from which to copy, many children and their families became so interested in the project that they wrote to the specific community involved for information. The courteous and helpful replies, some even including fabric samples, impressed the inquirers greatly.

Weeks later, the day of display arrived. What a feeling of accomplishment filled the youngsters' hearts as the parish viewed their dolls in a school classroom. Proud parents shared their delight. And we, noting the beautiful workmanship and research involved, while hearing the expressions of appreciation experienced by viewing parishioners, were grateful for a successful project!

This was done at Holy Cross School, Marine City by: Sister M. John Emmett, I.H.M., Saint Matthew School, Flint, Mich.

FIFTH: And another for their parents who try so hard every day to make good Catholics out of them. We'd be sunk without good parents.

SIXTH: As usual, we have many, many things for which to thank God, don't we? Let's join the children in that Holy Childhood prayer.

ALL: Holy Virgin, pray for *them* and for the poor, pagan children. [*All exit.*]

FATHER JOE [*Steps before the class again*]: Thank you very much, Jim and Mary, and thanks to all your fine players.

JIM and MARY: You're welcome, Father. We're always glad to do our play for the missions. [*exit*].

FATHER JOE: Well, boys and girls, that's all of our skits. Do you still feel just the same about things?

MIKE: I'll say this much, Father. We haven't gotten out of work, but have some extra work to do . . . and plenty of it, too.

DAVE: We're going to get to work this very day on that Holy Childhood Association, aren't we, Sister?

SISTER MARIE: I'm glad you said that, Dave. [*Turns to Father*] We shall do our best, Father. And will you come back again to tell us some more stories about the missions?

FATHER JOE: I certainly shall, Sister. And I expect these boys and girls to be able to tell me some before long. Well, good-by now. Thanks for letting me come.

ALL: Thank you, Father. [*Stand as Father leaves.*] Good-by Father Joe. Come back soon.

[*Curtain*]



EDWARD A. FITZPATRICK, Ph.D., LL.D.

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## HELPING CREATE A SPIRITUAL CLIMATE FOR VOCATIONS

Most Rev. Lawrence F. Schott, Auxiliary Bishop of Harrisburg, made two points at last year's N.C.E.A. convention which should be recalled as the month dedicated to the increase of vocations approaches.

Bishop Schott notes that in all our lives we have been influenced not so much by great spectacular events as by a simple comment or a sentence, a nod of approval—a little thing that meant nothing to many, but meant so much to us. I recall reading in late youth a sentence from St. Chrysostom: "To hear Mass without communicating is not to fulfill the intention of the Lord." The great truth of that simple sentence has been a beneficent influence during all my life. We are influencing people everyday for good or evil by our actions or our words. Let us make them more conscious instruments influencing the lives of others. Bishop Schott states the fact thus:

"Every person in this room could stand and testify to some small happening, some chance comment, some apparent trivial event which passed unnoticed by most people, yet which for someone present seemed to be the spark that ignited the fires of vocation that burn so strongly to this day. The lives of the saints are filled with a challenging litany of just such occurrences which gave direction and force to their sanctified lives. So we must admit, right

at the beginning, that our subject is as wide as the world and includes the supernatural realm in the mysterious way in which God distributes grace as He wills, '*Spiritus Spirat, ubi vult*' and yet it is also a subject that is as individualistic as the number of persons present. . . ."

Bishop Schott's other point is also significant: It relates to the attitudes of some people that, since the call to the priesthood or to the religious life comes from God, human interest or help of parents or friends is not necessary. This is not the way God works. You may be His instrument in stimulating vocations. This would be part of your good will to God and man. It should be an expression of your charity and your love of God and man. Bishop Schott says:

"Because of this wide view many people have excused themselves from working for the development of vocations—they say in one way or another, that a vocation is God's special prerogative and they do not wish to meddle. . . . This attitude tells only part of the story—it neglects that fundamental consideration of how God normally deals with men; namely in a human way. This brings us to our objective then of how in a human way we can develop the sense of vocation. In other words, how can we prepare a suitable climate in which the seed of vocation will germinate and fructify."

—E. A. F.

## THE LEGALLY PUNISHABLE AND MORALLY OFFENSIVE

### Censorship Editorial No. 3

The Bishops make a distinction in their annual statement on Censorship between the legally punishable and the morally offensive that ought to be repeated in every class in ethics in a Catholic college and in the instructions given in the lower schools. To restrict the morally offensive only to what is legally punishable is to misunderstand the nature of morality and the moral nature of man. It is part of that confusion between merely social values and genuine moral and spiritual values which is having such a devastating effect on educational theorizing and educational practice.

The Bishops say:

"Within the bounds essential to the preservation of a free press, human action and human expression may fall short of what is legally punishable and may still defy the moral standards of a notable number in the community. Between the legally punishable and the morally good there exists a wide gap. If we are content to accept as morally inoffensive all that is legally unpunishable, we have lowered greatly our moral standards. It must be recognized that civil legislation by itself does not constitute an adequate standard of morality."

This gap and the effort to close it is the justification of the establishment of the National Legion of Decency and the National Office of Decent Literature. And the actual social situation makes such organization and even more activity necessary, for a Select Committee of the U. S. House of Representatives calls pornography "big business, a national disgrace, and a menace to our civic welfare." —E. A. F.

# Masses in the Temporal Cycle

By Sister Thomas Mary, S.N.D.deN.

Mount Notre Dame, Reading, Cincinnati 15, Ohio

The Liturgical Year re-enacts the life of Christ. Two truths are stressed: namely, the Incarnation in the Christmas season, and the Redemption in the Easter season. The Propers of the Masses in the temporal cycle instruct us in these truths according to the phase of the season, whether it be that of preparation (Advent or Lent), celebration (Christmas-tide or Easter-tide), or application and thanksgiving (time after Epiphany or Pentecost).

Sunday after Sunday the Propers of the Mass emphasize one of these chief truths and tell us the part they should play in our lives. Using a framework of questions to analyze the Sunday or Feast Day Propers helps the student to realize the truths which the Liturgical Year is re-enacting, and to relive his student's role as a mem-

ber of the Mystical Body, in conscious union with his Head and other members in Christ.

## Framework of Questions

1. What event does the Gospel depict?
2. How does this Gospel teach us something about the chief truth for this season? Does it help: (a) to prepare for the feast? (b) to celebrate the feast? (c) or to thank God for it and apply it to our lives?
3. What was God's purpose in allowing this event — Incarnation or Redemption — to take place? Find the answer in the words of today's Proper by carefully and prayerfully reading the Introit, Collect, Epistle, Gradual, etc.

(Purpose of the Incarnation: God became man so that man may become like

God. Purpose of the Redemption: To make satisfaction to God for sin, and to teach man how to serve God.)

4. How are we told by the Church that we should respond to God's wish for us as we relive this event — the Incarnation or Redemption? Find the answer as it is expressed in today's Proper. *Make a resolution* for practice this week.

5. What does God intend that this feast should mean to the Church, the Mystical Body, the world as a whole? Find the answer in the words of the Proper of today's Mass. *Make an apostolic resolution* for practice this week.

Weekly repetition of the same basic answers to this framework of questions should help to "christify" the thought and will habits of the followers of Christ. Should the feast of a saint (as St. Stephen, the first martyr) or an event (Corpus Christi) or a special day (Ember or Rogation days) occur during the temporal cycle for study, find the answers in the Proper of the day, for the following:

1. How is the life or event connected with the central truth of the season?
2. How do the Propers tell me to live more intensely in the spirit of the Liturgy? Resolve.
3. How should this feast affect the Mystical Body as a whole? Resolve.

## An interesting project for Grade 5

# HOLD A HOBBY CONTEST

By Sister M. Columba, I.W.B.S.

Incarinate Word Academy, Houston 2, Tex.

Have you a hobby? This thought-provoking question aroused the interest of every student in the first social science lesson given to the students of Grade 5, Holy Name School, Houston, Tex., on the hottest day in September. The second and following lessons showed greater interest and enthusiasm. Each student seemed anxious to let everyone else in class know the hobby that interests him most. All were anxious and eager to speak. Action followed the speaking.

The decision was that each student should try to express his or her opinion in creative art, i.e., in writing, drawing, constructing, or collecting. The results are encouraging and a challenge to any teacher. The boys, of course, were the first to display their interests. Butterflies glittering under cellophane cover came from Jimmy.

Stamp albums came from several boys. Some boys were collecting flags of the United Nations which they find wrapped in candy bars or chewing gum packages. Rockets and model airplanes seemed to be of great concern to little girls in this class. Clippings and the photo of the "Flying Nun," Sister Mary Aquinas, are among their collections. One little girl has shells arranged on colored cardboard. A boy has arrowheads artistically displayed in a wooden case. Large sea shells, small sea shells, and egg shells decorated and mounted on pipe cleaners are among the boys' collections. The girls have a variety of interests but are timid in their approach in displaying and relating them. Many students show interest in outdoor sports and in current events relating to the International Geophysical year.

The hobby that caused the greatest motivation was expressed wonderfully in a paragraph of five or six sentences written by a girl. Bobby Marie told of the joy she experiences in reading. In fact, these are her very own words: "I like to read, I really love to read."

What could be more encouraging to any teacher than to have a leader who is a reader? All the hobbies called for some reading as I soon discovered from investigating. One child got his information from his father's guide book, another from the *Boy Scout Manual*. Other students read, read just for the knowledge of their hobbies! Results are unbelievable. Be it known to all concerned the class has now formed a "chapter" in order to join the Library Club of America. This Club is the enthusiastic organization which is all out to prove that Johnny and Sally *can* and *will* read better than ever before, if given a real incentive. The plan of the Library Club of America is the brain child of Professor Sidney Satenstein, president of American Book-Stratford Press, Inc. He is an authority on "How to Plant the Reading Habit" . . . among youngsters who find reading books at home is as much fun as watching TV.

# The Gospels: A CLASSROOM SUCCESS

By Brother Robert Wood, S.M.

Colegio Santa Maria, Lima, Peru

One evening at an alumni gathering, one of my former students said to me, "Do you know what's missing in the religion classes?"

"What?" I asked.

"The Bible. Brother, why don't they read it? We don't know the Bible, and it's wonderful! We hear the same old doctrines over and over, and we never hear the Word of God."

He's right. We teachers are so busy covering the program and keeping on schedule (have to be on page 62 by November 7) that maybe we overlook the fact that religion is the study of man's union with God. We're so busy telling our students all about God and how to observe His laws and how to get to Him that we forget to let God speak for Himself. How electrifying it would be if Christ could come into the classroom and tell the students what we tell them. How much more impressed they'd be. Yet, He can do so—indirectly, at least.

## The Word of God

An Oblate priest, Father Valerian Gaudet, conducted one of our annual retreats. His theme was the liturgy and the Word of God. He stressed the beauty and importance of Scripture, and the little knowledge of it that most Catholics (and often even religious!) possess. It was then and there that I decided to do something about it, or at least with the boys who would be in my class. I felt that in bringing the students in contact with the Word of God, I was doing far more for them than my own explanations could achieve. The school from which I graduated has as its motto: "That Christ may be formed in youth." Contact with Christ necessarily brings improvement, and even more important, holiness. And if we can make our students holy, what more could we possibly ask? We have been tremendously successful.

So I got a missal, and took it to class. The first day I explained what we were going to do—and why. I told them why the Word of God is important, and even threw in a few thoughts on how the popes have encouraged and indulged the reading of Scripture. I tried to impress them with the astounding fact that Scripture has been translated into 1110 languages and

dialects. Most of all I let them know that by hearing the Gospels they could get to know Christ better.

There wasn't any "Save that for Sunday" attitude. They were interested. Each day, in alphabetical order, a student reads the Gospel for the day as soon as we have finished morning prayers. It takes a couple of minutes. All stand and listen—and they *do* listen. The student who will read the next day takes the book home with him to prepare the reading so no unexpected words or phrasing catch him off-guard. When the Gospel is finished, all sit down and we have a quick, thought-provoking discussion on what has just been read. Sometimes I ask the person who did the reading, "Now, what does the Gospel today mean?" Or, "What does this particular sentence or idea mean?" Usually I ask someone else in the class. Once the meaning is clear, we try to find a practical application for today. How does the Gospel fit today? In finding an answer, the boys realize that the Gospels aren't outmoded or "old fashioned." ("Jesus Christ, yesterday, today, and the same forever.") I suggest that they make some practical resolution for the day. Sometimes I suggest the resolutions myself; other times they do the suggesting.

## Students Are Interested

All of this takes from three to five minutes. The good it does is, I'm sure, invaluable. The students get an introduction to Christ, His Word and His teaching, and they also make a little meditation which results in some practical resolution. Sometimes it happens that the same Gospel comes up twice in a week, or at a very short interval. In that case I have the student read the Epistle for the day. That, too, is the Word of God. Once or twice where I thought the Epistle was perhaps a little obscure for the boys, I went back to the Holy Saturday Mass and read one of the prophecy lessons from the Old Testament. The boys wanted to know if there were more, and where they could find them. They began buying missals, even daily missals, for themselves. Some got New Testaments. If a day comes along when I am very busy and I start the class with some point of business, someone will always

come up with, "Brother, we haven't read the Gospel yet." And it isn't that they want to kill time. They see a value in hearing the deeds and words of Christ.

Don't think "That's one person's success—with one class. It wouldn't work for me." It doesn't depend on you. It depends on Christ, and His Word works for all men—always.

Why not try it?

## Patience in first grade

# Following Directions

By Sister M. Carmel, R.S.M.

Convent of Mercy, Manchester, N. H.

Primary teachers know well how difficult it is to train six-year-old children to follow directions carefully. With eager readiness, they will listen to the first part, but as soon as the teacher mentions scissors, crayons, or paint, they are too eager to await further instructions. Not a thought of HOW, WHAT, or WHERE do they have once they hold a shiny pair of scissors and a bit of paper in their hands. After all, doesn't *scissors* mean *cut*? Surely, everyone knows that coloring is done with crayons or paint! So why wait? Many a paper cat has been decapitated or de-tailed because of a first grader's speedy execution. At one time or another we have all witnessed the tragedy of an angel's severed wing. While we hastily apply scotch tape to mend the separated part, we watch a smile come peeping through. Sometimes it takes only a bit of scotch tape to mend a first grader's broken heart.

In order to forestall this tendency to act without adequate knowledge, I coined a little phrase, referring to the giving of directions as "Listening Time" and "Watching Time."

Recently in one of those spontaneous incidents which often occur in a first grade room, I *sang*, "Listening Time—listening time!" instead of just *saying* it.

Suddenly we were making up the words of a little song that slipped right into the tune of "Jingle Bells." Now, whenever it is time to give directions, I just sing, "Listening time, listening time . . ." and happy little voices continue with our very own little song. With twinkling eyes, they remind one another of the importance of watching and listening to directions. We are learning to "make haste slowly."

(Concluded on page 47)



# Preparing Future Christophers

By Sister M. Estelle, O.S.U.

St. Joseph School, Tiffin, Ohio

The primary teacher has the responsibility of laying the foundation for the future educational growth and development of her pupils. She must prepare the soil, as it were, seek out and cultivate the seeds of virtues already sown by loving parents in the environment of a good Christian home, and be prepared to plant the seeds of other virtues necessary for the building of a strong character.

The primary teacher, convinced of the value and importance of her work, is enthusiastic. She continues to seek new ways and means of making her work more effective and lasting. She becomes a "Christopher," a Christ-bearer, who is inflamed with a supernatural love, enkindled by the Holy Spirit, and constantly kept burning through devotion to the Heart of Christ. To her may be applied the words of Pope Pius XI, "Filled with the Holy Ghost, you will communicate the love of God like a holy fire to all who approach you, becoming bearers of Christ in a disordered society." In keeping with these ideas of Pope Pius XI, a group of primary teachers in our school worked out and used suc-

cessfully for several years the following project.

The main purpose was to cultivate the virtue of charity in the souls of the little ones, by prayer and little sacrifices. This goal was to be achieved by participation in the activities of our Holy Father's own mission society—the Holy Childhood Association.

Since the last Sunday of October is specifically known as "Mission Sunday" and since October is dedicated to our Lady, Queen of the Most Holy Rosary, who is also Queen of the Missions, this month seemed a most appropriate time to begin the mission project. We also thought that by this time most first graders would be well adjusted to the requirements and difficulties of school routine.

Our first step in the project was to distribute the mite boxes with an explanation of their purpose. We sent a letter with the mite box informing the parents of the aim

and value of the undertaking. We hoped in this way to create a closer bond between home and school by interesting the parents.

The letter quoted Pope Pius XI concerning charity, prayer, and penance: "Charity for the missions surpasses every other work of charity, even as the soul surpasses the body, or the heavens surpass the earth, or eternity surpasses time." "Prayer and penance are the two potent inspirations sent us by God, that we may lead back to Him mankind that has gone astray and wanders without a guide."

The note stated that a mite box was being sent home to receive the child's donations. To make them valuable in God's sight, these offerings, large or small, were to be given in the true spirit of sacrifice. St. Paul says, "If I distribute all my goods to feed the poor, and if I deliver my body to be burned yet do not have charity, it profits me nothing."

We explained that on January 6, the feast of the Epiphany, the boxes were to be returned and presented to the Christ Child just as the three kings offered their gifts of love and sacrifice on that first "little Christmas." After the offering on January 6, a new mite box would be sent home. The second box would be returned to school in May. The contents would be offered by the children to our Lady as a gift to her Divine Son. No school time was required for collecting and checking pennies except once in January and again in May. However, as occasions in school presented themselves, we made comments on the progress of the home project. We held informal discussions to keep up interest. We talked about the amount of money that was being saved and the various little acts of self-denial performed to procure these donations.



The children dramatized their Lenten sacrifices.



Imitating the Magi, the children offered their gifts to the Christ Child on the feast of the Epiphany.



In connection with our religion classes throughout the year, we developed the teachings on the great love of God for us as shown in the activities of the Three Divine Persons on our behalf. "God so loved the world that He gave His only begotten Son." We stressed the love of God, our Father, as shown in the creation; the love of God the Son, as manifested in the redemption; and the love of the Holy Spirit, the means of our sanctification. When we were teaching the life of Christ, we emphasized particularly His love for His heavenly Father and His untiring love for His fellow men, especially the poor and afflicted. Children, as well as adults, need a leader, an ideal. Since Christ is "The way, the truth, and the light," we chose Him as our Model. We sought to be His faithful followers in keeping the two great commandments of love — love of God and love of neighbor.

Christ Himself taught that love of God is measured by love of neighbor. "Whatever you do to the least of My brethren, you do unto Me." Like Christ we wished to seek out the poor and suffering. We found these among the pagan people, those who know not God. Our Holy Father has asked us to help these needy ones.

We planned to join the society, to be his little "Christophers." After due preparation, our first graders were formally received into the Holy Childhood Association on February 2, the Feast of the Purification of Our Lady. We followed the form prescribed by the national director. We had already learned and were reciting daily the official prayer of the Association.

As in most schools, it is customary in our school to have a Christmas program. But, since Advent, the period before Christmas, should be a time of preparation and not celebration we transferred our program to January 6 which seemed a more appropriate day for rejoicing. The entire school took over the idea begun by the first graders in October. The school program was centered around the theme — Gifts. It depicted first, Christ as a gift to us from His heavenly Father, then the symbolic gifts of the Magi on that first Christmas, and finally our gifts to the Christ Child through offerings made for His poor. In the final scene of the program, a representative from each class presented the class offerings at the crib. (Picture 1)

After Christmas new banks were distributed for use during the second semester. The amount contained in the first bank was designated on the cover of the second bank, so that the children who were interested in obtaining an individual adoption

could include the amount received in both banks.

During Lent, the special time of extra sacrifices and penances for all Christians, we redoubled our efforts in prayer and sacrifices. To keep the main idea in mind, to stimulate further interest, and to arouse new enthusiasm, we prepared a short dramatization and choral speaking program as found in the *Mine (One) Magazine* for March, 1954. As an art project, the children drew large representations of candy, gum, an ice cream cone, popcorn, and a mission bank. These were used as the costumes for the playlet. (Picture 2)

## *All for You Today*

[An action poem for six-year-olds, based on the first five Stations of the Cross]

I'll walk one step with You, dear Lord,  
Along that painful way;  
I'll smile at everyone I meet  
Lord, all for You today.

I'll help You bear that heavy cross  
Along that painful way;  
I'll do my work; I'll not complain,  
Lord, all for You today.

And if I'm naughty and fall down  
Along that painful way,  
I'll rise and say "I'm sorry, Lord"  
All for You today.

I'll walk with you, dear Mary,  
Along that painful way,  
We'll give Him hearts — full of love.  
Lord, all for You today.

If someone else should need my help  
Along that painful way,  
I will be kind and do my best  
Lord, all for You today.

To avoid a kind of sing-song rendition of the above, the lines can be said alternately, e.g.

Girls: I'll walk . . .

Boys: Along that painful . . .

Actions are indicated by the words per se; however, **along the painful way** might be emphasized by hands outstretched horizontally, cross fashion. **All for You Today** will become significant if the hands are criss-crossed over the heart, head slightly bowed.

**By Sister M. Paulette, V.S.C.**

St. Sebastian's School, Pittsburgh 9, Pa.

One entire class participated in the program. There were two complete casts of characters and choral speakers. This method gave each child the feeling of "belonging" and eliminated the problem of not knowing what to do with the "left-overs" who were not taking part in the activity. On the arranged day, the groups went on tour visiting the other 14 classrooms of the school. In each room the little tots made a memorable public appearance. This little venture gave the first graders an opportunity purposefully to visit the upper classes. The older children were happy to point out their little brothers and sisters.

After Easter we turned our attention to preparation for Pentecost, the great feast of the Holy Ghost, the Spirit of Love. We directed the intention for our prayers and penances that many souls would receive the graces and blessings of the Holy Spirit.

May, the final month of the project, was given over to the development of an increase of love for our Blessed Mother. We dwelt especially on her love for her divine Son and her love for us as her adopted children. As stated in the letter sent out in October, the second banks were returned in May. When all tabulations were complete we had a total of 33 ransoms in one class of 43 children. Twenty-four of these were individual adoptions. No doubt, the interest of parents and relatives, inspired by the enthusiasm of the children, was in large measure responsible for this wholehearted response. This class also contributed generously to the other school mission activities.

As a climax to the year's project and as a special tribute of love for Mary, we held a simple May Crowning in the classroom. One child was selected to crown the statue of our Lady. We had learned a song to our Blessed Mother in our singing classes. The class composed a third verse appropriate for the crowning and offering of our mission sacrifices to Mary. We invited the neighboring first grade to participate in the procession since they were carrying out the same program. In the procession each child carried a tulip to which was attached a slip noting his or her saving for the entire year.

Not only the missions, but the children, the parents, and the teachers have benefited immeasurably from the year's activities. Certainly, these children are much more conscious of the needs in pagan lands. If the seeds here sown are nurtured, they will continue to grow. These children, when adults, will be sources of valuable assistance in the spreading of the Faith at home and abroad.

# Classifying a Filmstrip File

By Sister M. Iva, O.S.F.

Holy Trinity School, Dubuque, Iowa

The visual aids program as it is used in the school curriculum can be an effective facet in the learning process and is the object of special interest and intensive study to today's educators. Among the various types of visual aids offered for use there is one which is receiving ever increasing prominence in the school, namely, the filmstrip. The tendency to purchase and use more filmstrips is due partly to the possibility of viewing them within the classroom thus making them an integral part of the lesson.

In order that the filmstrips in the school may be used most effectively, they must be properly organized, classified, and filed so as to be readily accessible and easily returnable. To achieve these objectives there is need for a definite system which should answer the following questions:

1. What filmstrips are available for use in the school?
2. In what section of the filmstrip library can one find films on a certain subject?
3. Does this system best serve the faculty members using it?
4. Is there available space to file the filmstrips, and to classify those that will be purchased in the future?

Up to the present time, to the writer's knowledge, little has been done to provide a system such as this. Consequently, the classification given below has been prepared from the viewpoint of accessibility of the filmstrips, usefulness of the system as a tool, and possibility of expansion.

Since teachers are familiar with the classification of the Dewey Decimal system for cataloging books, a modification of the basic ten classes seems feasible for the filmstrip library.

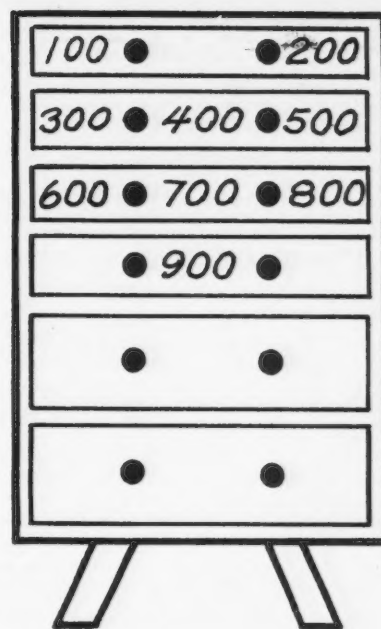
- 100 — Biography
- 200 — Religion
- 300 — Social Science — Civics
- 400 — Language, Reading, and English
- 500 — Science and Health
- 600 — Useful Arts — Community Helpers
- 700 — Fine Arts — Art and Music
- 800 — Literature
- 900 — Social Studies

For practical purposes, however, it seems best to disregard the specialized subdivisions within these ten classes. For example, all the filmstrips concerning history, travel, and geography, which in an elementary grade school are topics listed under the general term "Social Studies," are listed under 900, and organized into the following classes:

- 900+ — History and Regions of America
  - 900 — A New World and a New Hope
  - 901 — The English Settlements
  - 902 — Establishing Social Life in the Wilderness
  - 903 — Revolution and Independence
  - 904 — A New Experiment and a New Nation
  - 905 — Frontier Life in Early America
- 940+ — Old World History
- 950+ — Foreign Countries
- 990+ — Indians of America

After each class, numbers are open for future purchases within that class.

In the Dewey Decimal system the location for biography is also in the 900 section. However, to avoid confusion by including another topic within the social



studies section, and to eliminate the possibility of shortage of numbers in this section, biography is transferred to number 100 classification which is for general material.

The filing of the numerous containers can be done efficiently if a compact, well-planned filing cabinet is available. The following plan may prove desirable.

Each drawer has individual openings for one hundred containers. The two lower drawers are used for filmstrip catalogues, information and advertisements, and for records and manuals that accompany some filmstrips.

An organized, classified selection of filmstrips placed in a functional filing cabinet is a valuable asset, providing the school with a wealth of information and enriching the curriculum.

## FOLLOWING DIRECTIONS

(Concluded from page 44)

### For You and Me

Listening time, listening time,  
Listening time for you!  
It's listening time, listening time,  
So you'll all know what to do.

Watching time, watching time,  
Watching time for you!  
It's watching time, watching time,  
So you'll all see what to do!

Watching time, listening time,  
Time for you and me!  
Watching time and listening time,  
So we all will hear and see!



— G. C. Harmon

I'm Sorry



— Sister Benedict Julie, S.N.D.

For grades four to eight —

## A Sound Approach to POETRY

By Sister M. Florian, O.S.F.

Cathedral School, Gallup, N. Mex.

Sister Mary and I were discussing poetry, trying to remember way back when we first began to love it when she said, "I began to understand and love poetry in the fourth grade when we studied a short poem about trees. I can't remember the name of the poem anymore nor even how the lines went, but I remember the picture. It showed how the leaves on some trees are light and lacy, some are sturdy, some catch the sun on their shining tops and some dance in the wind. I recall the poem every time I look at such trees."

In Sister's life, this poem had served the purpose for which it was written. And why is poetry written? Poetry is created to satisfy the aesthetic sense in man through the presentation of "the good, the true, the beautiful."

### Demonstrate Poetry

In these days of hurry and noise, comic books and TV, few of our children even realize that there is such a thing as "the

good, the true, and the beautiful" to be conveyed through reading. How shall we answer a youngster who says that he does not have to go to the trouble of reading books when he can look at a "comic" book, or better still, watch TV and have all the thinking done for him?

The only salvation for this situation which seems to be leading to a mental breakdown of at least a part of our nation, is to make our children in the elementary schools find beauty in literature so that they will want to partake of the advantages of reading fine work.

In order to lead the children into the wonderful world of poetry, the teacher must first kindle her own enthusiasm. She must practice reading the poems she wishes to present to her class. She must provide poems in magazines, books, and papers which they, themselves, may read. She must be able to point out the imagery, symbols, metaphors, similes, and onomatopoeia without ever frightening the children with such technical names. Just as one need not know the names of all the chords in order to enjoy a musical compo-

sition, so is it unnecessary to be able to call the figures of speech by name in order to enjoy poetry.

### Demonstrate the Difference

Very important is the ability of the teacher to distinguish between authentic poetry and mere verse. Under the heading of "mere verse" fall that doggerel so filled with verbal hackney that you know the next line without even looking, or the jingle type that sadly wants in absolutely everything but rhyme, or the very, very clever verse so often found in magazines of no literary repute. On the other hand, genuine poetry has something intense about it that will hold you entranced, make you breathless, cause a lump in the throat, or a shiver down the spine. If a poem can do any one of these things to you, then you know it is real poetry.

Some older children may have an incorrect attitude toward poetry simply because they have had to memorize, parrot fashion, too many poems with too little understanding. Poetry should never be made distasteful in this way. If a child loves a poem and understands it enough, he will want to memorize it — at least lines or stanzas that he likes best. But memorizing for memorizing's sake is to be condemned. Let the child get the image and hold it as his own forever as Sister Mary has done with her poem about trees. It will then mean something in his life. In a given situation, those lines will come flying back like summer birds.

### Demonstrate Beauty in Sound

Some points on presentation may be helpful:

1. Pleasure in reading the selection is paramount. The more the teacher enjoys it, the more will the pupils.
2. Get the over-all thought of the poem first, then.
3. Look for singing words and phrases and pick them out for their beauty. There are rich words, delicate words, strong words, vigorous, warm, and precise words. (Oh, our wonderful English language!) "L's" can sound sleepy, light, or graceful: lilt, lovely, lullaby, etc. "All the woods listened then. Not a leaf stirred." "S's" can sound harsh and hissing: "A spotted shaft is seen." (a snake) "R's" slur: "the long bright morning through." "P's" and "B's" explode: "Peter Pumpkin" and so on. Children enjoy finding and describing sounds.
4. Look for pictures (imagery). "In the bright, blue day." "Tree toad is a leaf-gray shadow." "The dark color of wet rocks." "Where minnows ran up the silver scale."



"The grass divides as with a comb." Imagery is that from every poem which we keep as a personal possession of the mind.

5. Find the lines that give a surprise — especially last lines.

6. Use some poems in class as choral readings dividing the voices into light and dark groups and reciting antiphonally.

7. Create a little poetry in the middle and upper grades but not so much that it becomes a hated task. Those few who may possess creative talent will write of their

own accord if they are given the necessary encouragement.

#### Find the Child's Level

The choice of correct materials cannot be overstressed. Children will become discouraged by too many poems that are difficult to understand. Above all, poems of the child's level of maturity must be used. What does a fourth grader care about, "Life is real and life is earnest and the grave is not its goal"? (This is hard prose

that must be learned certainly, but in the catechism class.) But just give him *Peacock Pie* and he will beam.

A really thorough teacher will make her own anthology to fit her own grade level. There are many worthwhile anthologies on the market. In this connection, we may mention the very fine anthologies that are published by Sadlier—one precious little book for each grade entitled *Poems for the Grades* selected and arranged by Kelly, Brogan, and Connors.

#### A project for the first grade

## Our Proud Little Builders

By Sister Cecile Marie, O.S.B.

First Grade, St. Philip's School, Litchfield, Minn.

Our unit on "Fun with Toys" in *Before We Read* proved to be a very interesting, exciting, and busy one for the first grade boys and girls. After a very enjoyable and thorough discussion on Jean and her doll house, we decided to make a similar one as a class project, but as our plans progressed we all decided to make a room of our own instead.

After scouring the homes and sharing with one another each child in the class managed to get a shoe box or something similar. Each child told the class what room he would like to build and what furniture he would put in his room. This was the ideal time for starting our home unit in social studies, since at the present, home was our main topic. Ideas were exchanged on how we could make chairs, beds, dressers, etc.

After all our boxes were assembled we all did a wall-papering job. Each child chose the sheet of wall paper he preferred. With a bit of help from one another, we had our rooms neatly papered. Next we got busy at the furniture.

At the end of the day the children wished to take their rooms home and have the family contribute to the finishing touches of their boxes. This was fine. Many of the parents and entire families, sitting around the home circle, helped to complete the furnishings of the rooms. "It was fun," was the comment of many of the youngsters. They were proud to tell the class of a contribution that father, or mother, or brother, or sister had made to their houses. It brought the family together in a good evening of recreation.

Above: Weaving Paper Rugs  
Below: The Finished Homes





# Definitions, Educational Terms

## ON ELEMENTARY EDUCATION

By Edward A. Fitzpatrick, Ph.D.

While elementary education is the first stage of schooling, it was, historically, the residual schooling for those who were not included in other provisions, or who could not afford the cost of schooling. The principal social interest in the colonial period was the college, the grammar school was a Latin preparatory school for it. Those who were to follow this program would receive the preliminary instruction from a private tutor in the home, or from extra courses in the grammar school. For the rest the instruction in the vernacular was given in the dame school, and in schools supported by taxation or rates to meet the neglect of parents and of masters of apprentices to teach the children and the apprentices religion and the capital laws of the country.

The content of the Reader—the principal means of instruction—such as the *New England Primer*, was largely religious, but the Readers, particularly after the Revolution, included much secular matter (e.g., Noah Webster's textbook), history and geography, which later became separate subjects. Writing and arithmetic were taught in schools by special masters, but were later absorbed in the regular curriculum. By the end of the nineteenth century, manual training and sloyd were added and, with the turn of the century, place was being made for the so-called "fads and frills"—music, art, physical and health education, and, later, social sciences. In 1827, Massachusetts passed the first state statute prohibiting sectarian instruction in public schools, and today, because of the 1st and 14th Amendments to the Federal Constitution, the explicit provision of 38 state constitutions, and state statutes prohibiting public aid to sectarian instruction,

the prohibition is practically universal in public schools.

The elementary school itself, originally a school for a few years, was held for a few months when the children were not needed in the economy, became a school of eight years' duration with longer school terms in months. From a single one-room, one-teacher school, with individual instruction, it became a graded, multi-room school with a teacher for each room, with finally one grade or class in a room. In its origin it was used primarily as a terminal school for the masses. With the development of the public high school it became a stage in a scheme of universal education.

Attendance at schools was originally voluntary and became compulsory. The original Massachusetts legislation (1642, 1647) placed the obligation for establishing schools on towns to assist parents and masters to meet their obligations, but in 1852—a late development—the first state compulsory education statute was passed by Massachusetts, and by 1918, with the passage of the Mississippi law, all states had passed a compulsory education law.

The setting of the elementary school in the American situation was changed with the importation of the kindergarten from Germany in the middle of the nineteenth century, and by the independent development of the nursery school as distinct from the nursery on psychological and medical grounds rather than as merely custodial. The setting was further changed by the shift of the seventh and eighth grades as a part of secondary education.

The tendency of elementary education during our history shows the *major emphasis* shifting in the public schools as follows: (1) from private support and control to public support and control; (2) from free schools for charity pupils to free schools for all; (3) from a traditional sectarian instruction to its prohibition; (4) from voluntary attendance at schools to compulsory attendance within the age limits; (5) from a narrow curriculum to an enriched one; (6) from a terminal school to a school leading to general higher educational opportunities.

The increase and development of private and parochial schools continued along with the public school development, though the proportion of public to private schools

increased greatly, and in the last three items the development was similar. The private schools continued to be privately supported, though at times, with governmental financial support, they charged low fees and usually were not operated for profit (to use a modern term) and were free to impart "sectarian" or other religious instruction.

The following is a good characterization of the public elementary school:

"The typical elementary school has in the past had a program organized into eight divisions of the work which it undertook, a child being expected normally to complete one of these divisions of the work, commonly called a grade, in one year. Within recent years the pattern in many parts of the United States has been varied; the elementary school has been reduced to six years and two years of the work formerly done there have been transferred to a new school, called the junior high school.

"The Public elementary school was created as the institution which was to be accessible and was later made compulsory for every American child without any fees for tuition unless otherwise provided for: its curriculum was made up of those materials and activities which were assumed to represent the preparation for that part of life which was common to all of the population. This common school experience was in the past conceived in terms of school subjects such as reading, writing, and arithmetic, which were considered the indispensable tools which must be put into the possession of every child. The history of the elementary school curriculum has been one of gradual enrichment, that is, the addition of more and more materials to the subjects taught in elementary schools. History, geography, music, drawing, physiology, and health instruction early found a place in the elementary school curriculum. These added materials have been justified on the ground that they represent knowledge necessary for the person who is to live in the American environment, or that they are a part of a cultural heritage which should be made the common possession of each succeeding generation. The elementary school was predominantly a school for making the child literate and for giving him some information in what seemed to be the most essential fields of human knowledge" (Wilson, Lester M., and Kandel, I. L., *Introduction to the Study of American Education* [New York: Thomas Nelson and Sons, 1934], pp. 138-140).

## Defense of Freshmen

(Concluded from page 26)

upperclassmen. Freshmen have sense enough to perceive when mole hills are magnified into mountains for them because they are beginners, and when mountains are reduced to ant hills for upperclassmen. Their sense of justice demands recognition of achievement, fair play, and consistent maintenance of discipline for all students regardless of age. They have respect for teachers, who maintain high standards of instruction, but lose it for those who waste class time in mere talk or puttering. They want to learn; they are eager to become mature; they look to the school for guidance. They are ours to mold and to fashion for Christ.



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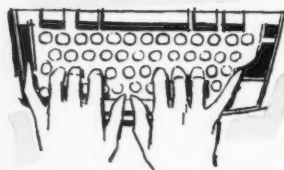
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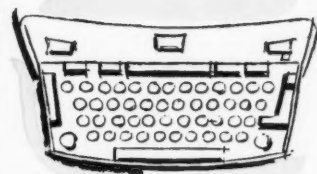
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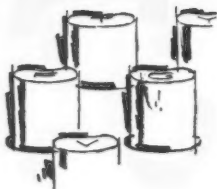
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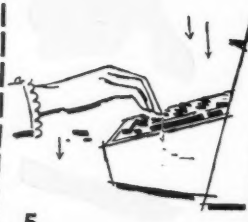
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## New Books of Value to Teachers

(Continued from page 12)

### Parents' Role in Vocations

By Godfrey Poage, C.P., and John P. Treacy, Ph.D. Cloth, 143 pp., \$2.95. The Bruce Publishing Co., Milwaukee 1, Wis.

Many guidance manuals have been published for teachers but few are available for parents; and none of these are for parents interested in guiding their children in their choice of a vocation. The book, therefore, should be of great help to the majority of Catholic parents who have no formal training in guidance and counseling. Teachers also will find it helpful because it presents many technical concepts in simple language which they might use in discussing problems involving vocations with their students.

The first chapter is devoted to a description of the *status quo*, pointing up the general unpreparedness of Catholic parents for their most important role, that of guiding their own children. The second chapter firmly impresses upon the reader that the prime responsibility for vocational guidance rests with the parents: "There is no substitute for Mom and Dad." The school and Church work in vain when the home lacks a religious atmosphere. In this book, special emphasis is placed on the importance of good example, using true to life situations so that no reader can possibly miss the point. Many careless parents no doubt will feel that a finger of accusation is being pointed in their direction.

After this clear introduction to the problem, there are several excellent chapters which cover the basic principles of child and adolescent development. The usual "pedagogy" is not employed and parents should have no trouble understanding this very important part of the book. Another advantage of these chapters on child and adolescent developments is the skillful interweaving of that subject matter with good common sense and moral theology. In this respect, most manuals of child psychology are so permeated with naturalistic principles that they are unacceptable for use by Catholic parents.

Chapter nine clarifies a very important point in regard to the "call to the religious life," which is often misunderstood by the laity. Too many parents (and their children) believe that in order for a vocation to be a true one, God Himself must "call" them in a dream or in prayer. Usually, this is not the case; and, as an experienced confessor once remarked to this reviewer, "I generally send those people to a psychiatrist rather than a convent."

Although some of the characteristics of the different types of Orders, Societies, Secular Clergy, etc., might have been helpful to parents, specific information about the various types of religious life is not contained in this book.

Finally, this reviewer recommends that parents (and teachers for that matter) take the short test at the end of this book. The results might surprise them!—A. M. DUPUIS, Ph.D. Marquette University

### The Papacy

By Wladimir D'Ormesson. Cloth, 140 pp., \$2.95. Hawthorn Books, New York, N. Y.

This cloth volume in the *20th Century Encyclopedia* outlines the history and the doctrinal aspects of the Papacy from the beginning to Pius XII. The book is solidly factual and objective.

### Growing Up Together

Ed. by Eugene S. Geissler. Cloth, 211 pp., \$3.95. Fides Publishers, Chicago 19, Ill., 1958.

Seeking to prove the value of the home environment, the authors represented here have given testimony from their own families as to how they have planned family activities to include and enrich all of the family members.

The chapters are designed to point up the fact that the parent grows along with the child as he looks at the world through a child's eyes and finds himself seeing things he has been taking for granted—at least since becoming an adult. The authors are all qualified to write their special chapters and deal with their topic alone. With a tentative plan, child raising can be both profitable and fun (although at times frustrating) for every parent. The book is divided into seven chapters deal-

ing with the child's growth gracefully, artistically, respectfully, naturally, socially, musically, spiritually, liturgically, and apostolically. The last chapter, "Growing Up Apostolically," was written by Father Louis J. Putz, C.S.C., author of *The Modern Apostle*.

The authors' idea is to help the child grow from birth, thereby alleviating or lessening the problems of the adolescent. With the proper guidance pattern, the child can cope with his problems as they arise with assurance and the knowledge that his parents are welcoming and helping him to a happy adulthood.

### Kenny Visits the Hospital

By Julia Ann Bartosh, R.N. Cloth, 58 pp., \$2.50. Exposition Press, New York 16, N. Y.

A picture story trip through a hospital. The text is simple and kept at a minimum. Illus-

(Continued on page 54)

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### Guidance and Counseling for Catholic Schools

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## New Books

(Continued from page 53)

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### Standardized Tests

For use in connection with the National Defense Education Act of 1958. A pamphlet issued free by The American Textbook Publishers Institute, 432 Fourth Ave., New York 16, N. Y. Address request to Dr. Austin J. McCoffrey, Executive Secretary of the Institute.

Tests listed in achievement, character, personality, English, fine arts, foreign languages, intelligence, mathematics, reading, science, social studies, and vocations. Publishers of the tests listed are California Test Bureau, Educational Testing Service, Houghton Mifflin Company, Psychological Corporation, Science Research Associates, and World Book Company.

### General Crafts

By George A. Willoughby and others. Cloth, 144 pp. Charles A. Bennett Co., Peoria, Ill.

In ten sections, this book outlines a wide variety of art craft work for high school students. There are helpful and well illustrated sections on model making, plastics, ceramics, woodworking, metalcraft and jewelry, leatherwork, graphic arts, and weaving. Very properly, the book recommends original design and planning and adaptation of the work to the interests and abilities of the pupils.

### 1959 National Catholic Almanac

Edited by Felician A. Foy, O.F.M. Cloth, 696 pp., \$2.25. St. Anthony's Guild; Publishers, Doubleday & Co., distributors, Garden City, N. Y.

This is the 55th annual edition of the Almanac which correctly places Catholic facts at the finger tips of the Catholic layman and woman. The book is comprehensive and has reached a new high standard of accuracy and dependability. It is an absolute necessity for schools and colleges, as well as for Catholic homes. The new edition should place the book in numerous outlets not accessible to the original publishers.

### The South American Handbook, 1958-59

Ed. by Howell Davies. Cloth, 874 pp., \$3. H. W. Wilson Co., New York 52, N. Y.

This is the 35th edition of the *South American Handbook*, which is growing annually more important and more usable not only for travelers from North America, but also for Americans who are engaged at home in cultural and economic contacts with South American countries and South American people. The work includes complete maps and detailed information concerning political status, population, transportation, hotel accommodations, language, communication, etc.

(Continued on page 56)

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## ***A short quiz about a new group guidance program for Catholic high school students***

***name of program?*** THE INSIGHT SERIES  
***for whom intended?*** Students of grades 9, 10, 11, 12

***authors of the program?***

Professor James J. Cribbin, Ph.D., member of the Board of Directors of the American Catholic Psychological Association, recently Associate Professor of Educational Psychology and Guidance at Fordham University, now on the faculty of New York University; Brother Philip, O.S.F., Ph.D., Director of Student Personnel, Saint Francis College, Brooklyn, New York, and formerly Director of Guidance, St. Francis Preparatory School; and Reverend William J. McMahon, M. S., Guidance Director, Cardinal Hayes High School, New York City, in cooperation with Sister Barbara, S.C., Ph.D., Community Supervisor of Secondary Schools, Sisters of Charity, Cincinnati, Ohio.

***title of books in the series?***

*It's Your Life*, the text for grade 11. Now ready for classroom use.

*It's Your Education*, for grade 9. Now ready for classroom use.

*It's Your Personality*, for grade 10, and

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Every Catholic high school student needs a good, basic guidance text, and every Catholic high school teacher needs a practical guidance manual. Guidance in the Catholic school is an aspect of an educational philosophy which seeks to discover, develop, and direct all of the God-given potentialities of the student. It seeks to help the boy and girl to find their rightful places as citizens in a democratic social order and to cooperate with Divine Grace in establishing within themselves constancy in following the teachings of Christ.

***publisher?*** Catholic Department of HARCOURT, BRACE AND COMPANY  
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Chicago 1  
Pasadena 2



## New Books

(Continued from page 54)

### Famous American Humorists

By Laura Benet. Cloth, 190 pp., \$3. Dodd, Mead & Co., New York, N. Y.

These brief biographical sketches of 17 famous humorists, from Lucretia Hale to Ogden Nash, are factual rather than analytical.

### The Tragedy of Julius Caesar

By William Shakespeare. Paper, 229 pp., 35 cents. Pocket Books, Inc., New York 20, N. Y.

Edited by Louis B. Wright, director of the Folger Shakespeare Library. Clear vocabulary

notes placed on pages facing the text that they explain. Complete references. A good investment for the classes studying this great drama.

### A Stillness at Appomattox

By Bruce Catton. Paper, 510 pp., 50 cents. Pocket Books, Inc., New York 20, N. Y.

A reprint of the winner of the Pulitzer Prize in History and the National Book Award. The story of the last desperate year of the Civil War, when the shadow of death lay all across America. In the bloody battles ahead there would be little glory in victory, no pity in defeat. Unabridged.

### Young Thomas Edison

By Sterling North. Cloth, 181 pp., North Star Books, Houghton Mifflin Co., Boston 7, Mass.

This biography for young readers centers on Edison's work as inventor of the incandescent light and the motion picture.

### Robinson Crusoe

By Edward W. Dolch, Marguerite P. Dolch, and Beulah F. Jackson. Cloth, 160 pp., \$2.50. The Garrard Press, Champaign, Ill.

This is a competent retelling of Defoe's classic story. It omits much of the unnecessary detail of the original book and brings out the high lights in a delightful way. The vocabulary has been carefully studied to meet the needs of third and fourth grade children.

### Kidnapped

By Robert Louis Stevenson. Paper, 284 pp., 35 cents. Pocket Library, New York, N. Y.

This well printed and well illustrated paperback, has a glossary of Scottish words and an introduction addressed to students and teachers.

### PAPER BOUND BOOKS

#### The Church in Independent India

By Archbishop Thomas Pothacamury, D.D. Paper, 93 pp., 75 cents. Maryknoll Publications, Maryknoll, N. Y.

The author is head of the episcopal see of Bangalore, South India, and General Secretary of the Catholic Bishops' Conference of India. A *World Horizon Report*.

#### Air, Winds, and Weather

By J. Myron Atkin and R. Will Burnett. Paper, 64 pp., \$1. Rinehart & Co., Inc., New York 16, N. Y. The first pamphlet of a series entitled *Elementary School Science Activities Series*. To be used as a guide to classroom experiments.

#### Electricity and Magnetism

By J. Myron Atkin and R. Will Burnett. Paper, 63 pp. Rinehart & Co., Inc., New York 16, N. Y.

#### Marriage

Paper, 62 pp., 50 cents. Fides Publishers, Chicago 19, Ill.

#### The Illustrated Catechism

By Rev. Aloysius J. Heeg, S.J. Paper, 130 pp., 70 cents each; 50 or more, 65 cents each; 100 or more, 60 cents each.

Practical paper-bound copy of the official text of the *Baltimore Catechism No. 1*.

#### Education and the Liturgy

Paper, 205 pp., \$2.09. The Liturgical Conference, Elsberry, Mo.

Proceedings of the 18th North American Liturgical Week, held in August, 1957, at St. John's Abbey, Collegeville, Minn.

#### Bulletin, National Catholic Educational Association

Ed. by Betty Hasselman. Paper, 418 pp. N.C.E.A., 1785 Massachusetts Ave., N.W., Washington 6, D. C.

A report of the proceedings and address at the fifty-fifth annual meeting of the National Catholic Educational Association, Philadelphia, Pa., April 8-11, 1958.

#### Sorrow and the Extinction of Sorrow

By Walter Sullivan, C.S.P. Paper, 32 pp. The Paulist Press, New York 19, N. Y. Paper backed pamphlet.

#### Guide for Parents of Catholic Youth

By Very Rev. Msgr. Justin A. Driscoll, Ph.D.; Rev. O'Neil C. D'Amour, A.M.; and committee. Paper, 41 pp. Bureau of Education, Archdiocese of Dubuque, 1100 Bluff St., Dubuque, Iowa, 1958.

The guidebook bears an *Imprimatur*.

#### How to Take Examinations in College

By J. N. Hook. Paper, 189 pp., \$1.25. Barnes & Noble, Inc., New York 3, N. Y., 1958.

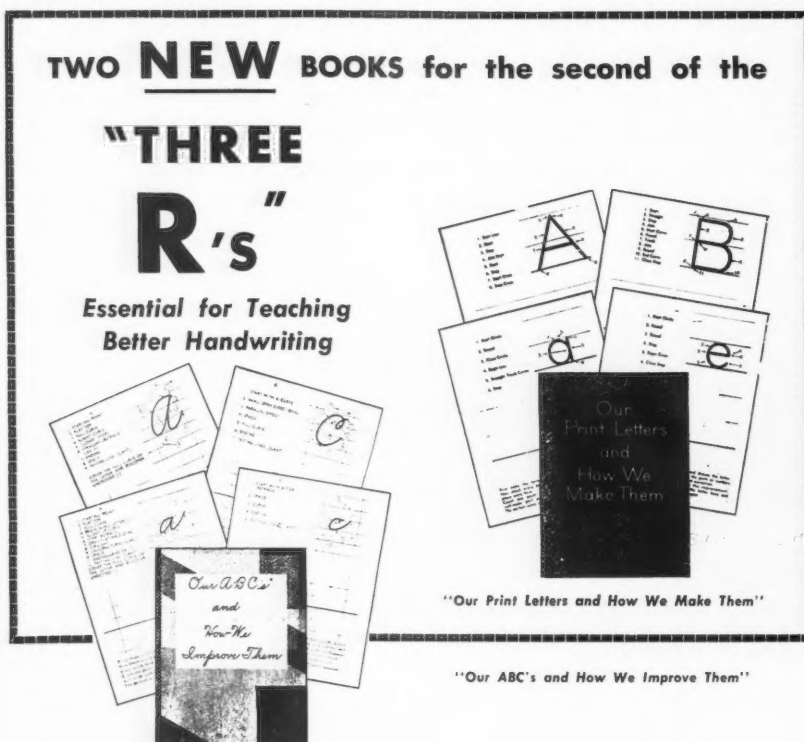
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(Continued on page 59)

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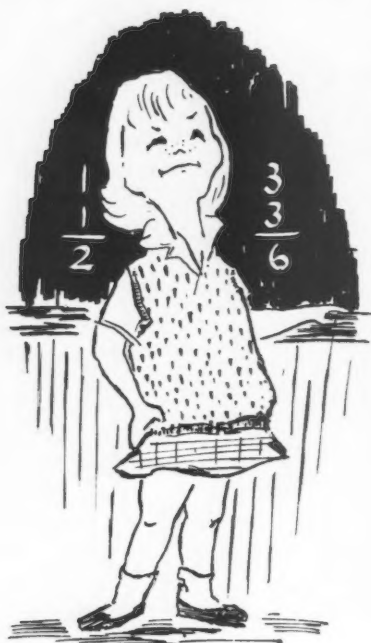
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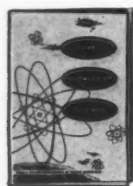
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## New Books

(Continued from page 56)

### The Pupil Assistant in the School Library

By Mary Peacock Douglas. Paper, 64 pp., \$1.25. American Library Association, 50 E. Huron St., Chicago 11, Ill.

An outline and guide for initiating and implementing an effective program of student library help.

### Simplified Drugs & Solutions for Nurses Including Arithmetic

By Minette Nast, R.N., A.B. Paper, 69 pp., \$1.35. The C. V. Mosby Co., St. Louis 3, Mo., 1957.

Designed particularly for students in practical nurses' training, but suggested also for use as a basic study guide for all members of the nursing profession.

### Art for Christian Living

Ed. by Sister Mary Joanne Christie, S.N.D., M.A. Paper, 210 pp., \$3.50. The Catholic University of America Press, Washington 17, D. C.

The proceedings of the Workshop on Art for Christian Living conducted at the Catholic University of America, June 15 to 25, 1957. Illustrated.

### College Counseling and Testing

Ed. by James P. O'Connor, Ph.D. Paper, 215 pp. The Catholic University of America Press, Washington 17, D. C.

The proceedings of the Workshop on College Counseling and Testing, conducted at the Catholic University of America, June 14 to 25, 1957.

### Study of Discrimination in Education

By Charles D. Ammann. Paper, 188 pp., \$1.25. Columbia University Press, 2960 Broadway, New York 27, N. Y., 1957.

The author is the special rapporteur of the Sub-Commission on Prevention of Discrimination and Protection of Minorities. A United Nations book.

### Vocational and Professional Monographs

The following pamphlets are published by the Bellman Publishing Co., Cambridge 38, Mass., and retail at \$1 per copy. Recent publications are: *The Fine and Applied Arts*, by Royal Bailey Farnum, Art.D., Ed.D., LL.D., 39 pp.; *The Scientific Instrument Industry*, by James R. Irving, 60 pp.; *Accountancy a Vocation and Profession*, by A. J. Penz, Ph.D., 44 pp.

### Self-Teaching Tests in Arithmetic for Nurses

By Ruth W. Jessee. Paper, 133 pp., \$2.40. The C. V. Mosby Co., St. Louis 3, Mo.

Fifth edition. An answer sheet is included with the publication.

### Projects in Clerical Practice

By Raymond C. Goodfellow and Henry J. Rosenberg. Paper, 252 pp., \$1.76. South-Western Publishing Co., Cincinnati 27, Ohio, 1957 (2nd ed.).

### Readings for Catholic Counselors

Ed. by Brother Philip Harris, O.S.F. Paper, 44 pp., \$1.25. The Catholic Counselor, 650 Grand Concourse, Bronx 51, New York, N. Y.

Brother Philip, the organizer and director of the Catholic Guidance Council and editor of the Council's monthly magazine, *The Catholic Counselor*, has assembled 12 outstanding contributions from his magazine to help those interested in guidance problems in Catholic high schools.

The booklet should be made available to all faculty members of Catholic high schools.

### Lincoln Sesquicentennial

A handbook of information. Paper, 40 pp. Prepared by the Lincoln Sesquicentennial Commission, National Archives Bldg., U. S. Government, Washington 25, D. C.

A useful collection of facts from the life of Lincoln and extracts from his writings. For use by committees and individuals preparing programs for the Lincoln Sesquicentennial Observance.

(Continued on page 60)

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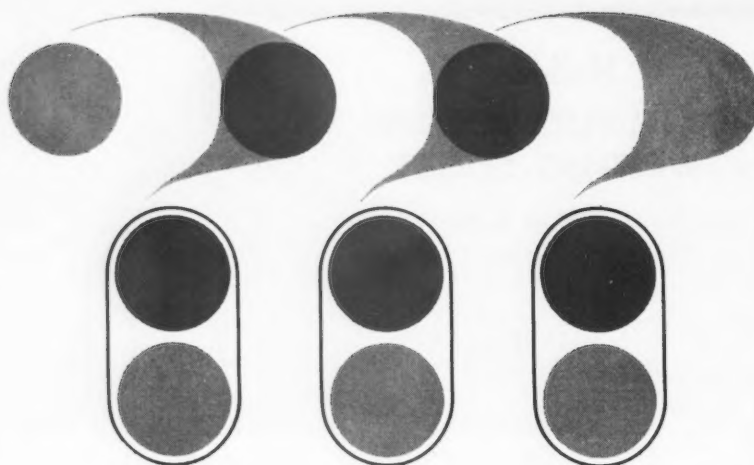
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## New Books

(Continued from page 59)

### Our Community

By Raymond P. Harris. Paper, 119 pp., \$1.28. The Macmillan Co., New York 11, N. Y.

A text-workbook guide to aid a student studying the community in which he lives.

### Music 3, How to Think and Sing

By Justine Ward and Sister Rose Vincent, S.L. Paper, 151 pp., \$4.65. Catholic Education Press, Washington 17, D. C.

Lesson Plans and Teachers' Guide.

### Teacher's Guide and Answers for the Scribner Arithmetic Book 7

By William A. Gager, Beulah Echols, Carl N. Shuster, Richard Madden, and Franklin W. Kokomoor. Paper, 183 pp., \$2.28. Charles Scribner's Sons, New York 17, N. Y.

A comprehensive teacher's guide.

### Teachers Guide Book 6

By Adrian L. Hull; Belén G. Machuca; Francisca Méndez; Ralph F. Robinett; Katharine M. del Valle; Pauline M. Rojas, director; and Charles C. Fries, consultant. Paper, 269 pp. D. C. Heath & Co., Boston 16, Mass.

Fries *American English Series* by the English section, Department of Education, San Juan, Puerto Rico, compiled for the study of English as a second language.

### The Audio-Visual Equipment Directory

Ed. by Henry C. Ruark, Jr. Paper, 226 pp., \$4.25. National Audio-Visual Association, Inc., Fairfax, Va. Rev. fourth ed. Includes complete descriptions and photographs of more than 500 different models of 16mm motion picture projectors, and other audio-visual machines.

### Educators Guide to Free Slidefilms

By Mary Foley Horkheimer and John W. Diffor. M.A. Paper, 214 pp., \$6. Educators Progress Service, Randolph, Wis., 1958.

Tenth annual guide to free slidefilms. This edition lists 703 titles, including 71 sets of slides. Information is derived from 98 sources. Some of the slidefilms listed may be retained permanently by the borrower, to start a filmstrip library, or to add to a present library.

### Latin-American Catholicism

By William J. Coleman, M.M. Paper, 111 pp., \$1. Maryknoll Publications, Maryknoll, N. Y., 1958.

*World Horizon Report No. 23.* A study aimed to acquaint Catholics in the United States with what Latin Americans say and think about their own Catholicism. A self-evaluation.

### 1959 Wheel Calendar for Liturgical & Family Feasts

By Ade Bethune. Paper, \$1. St. Leo Shop, 118 Washington St., Newport, R. I., 1958.

An illustrated calendar of the liturgical year, 1959. Measures 22 by 22 in. and is designed to serve as a large greeting card. The calendar is complete for 1959 and includes clear directions for its use.

### Typing Employment Tests

By Esta Ross Stuart and E. Dana Gibson. Paper, 112 pp., \$1.68. Prentice-Hall, Inc., Publishers, New York 11, N. Y.

Designed to prepare students for job entrance to business, industry, and Civil and Merit Service typing positions. The book, in tablet form, is based upon a survey of the above-mentioned practices throughout the United States. The suggestions and samples of material received were made the basis of all typing tests in the book.

### Speech Correction

Ed. by Sister Mary Cyprian Spradling, Ad.P.P.S., M.A. Paper, 178 pp., \$2.75. The Catholic University of America Press, Washington 17, D. C., 1958.

The proceedings of the Workshop on Speech Correction in Special Education, conducted at the Catholic University of America, June 14 to 25, 1957.

(Concluded on page 96)

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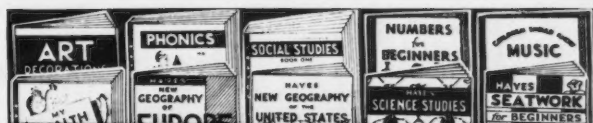
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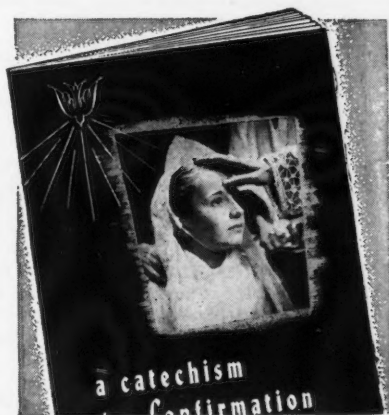
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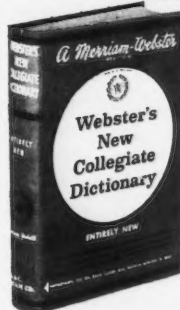
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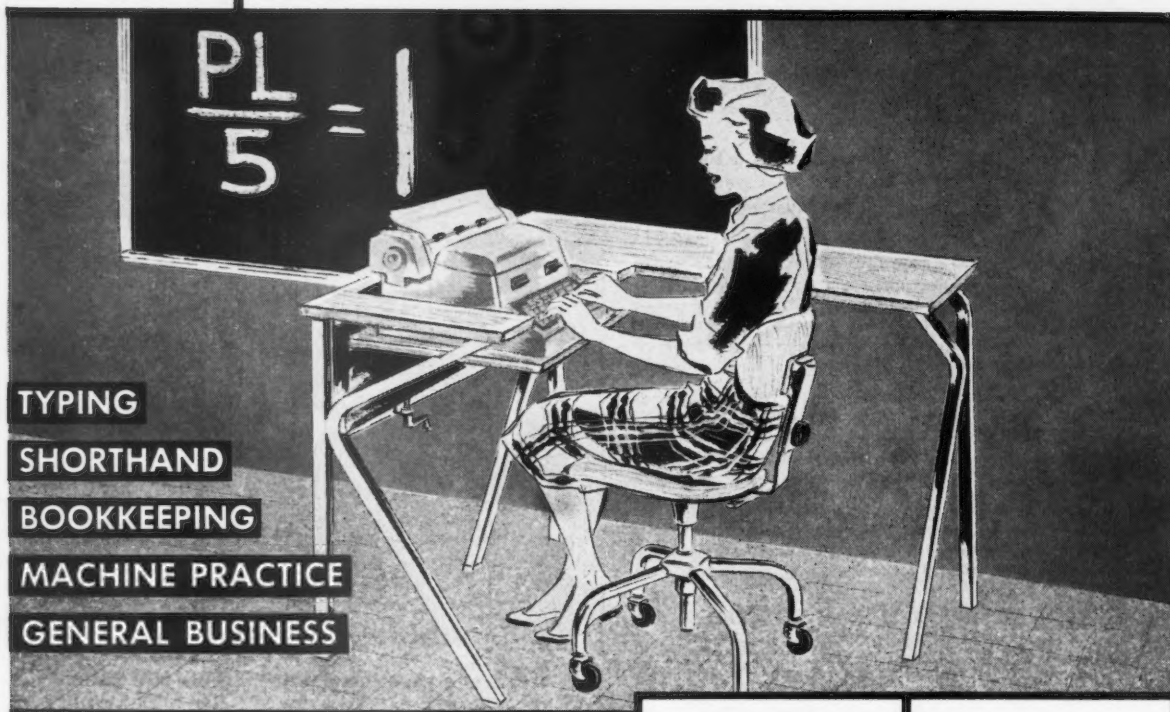
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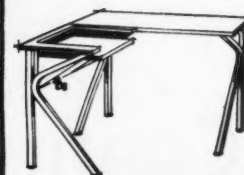
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## MANAGEMENT SECTION

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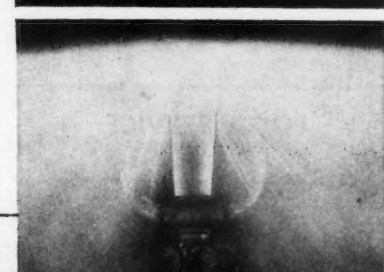
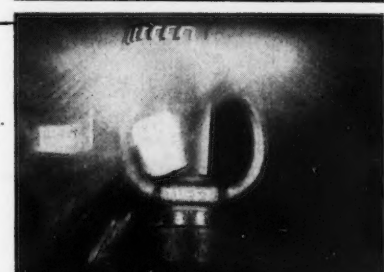
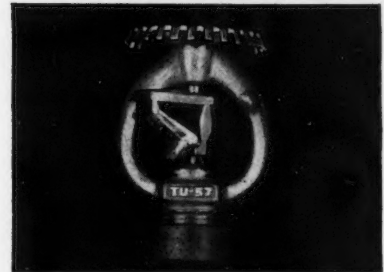
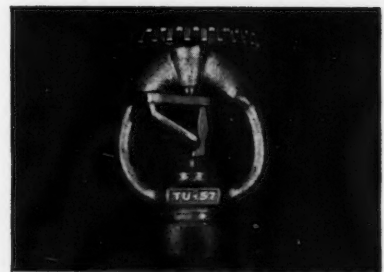
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## An Administrative Self-Appraisal

By VERY REV. PAUL C. REINERT, S.J.

*President, St. Louis University*

*Excerpts from a speech to American Association of School Administrators*

● AS ONE ADMINISTRATOR TO ANOTHER, let's examine four fundamental principles in educational administration. Let each ask himself for an account of his own stewardship. In doing so, we need not hide the fact that our responsibilities today are back-breaking, that our problems are weighty indeed, that sometimes we are not able to achieve our ideals because of practical obstacles. But in spite of the acknowledged difficulties, an honest appraisal without excuse can result in nothing but substantial benefit to all of us.

### The Purpose of Administration

First, we must have a clear idea of the purpose of administration in our schools. Much as it may hurt our pride, the complicated structure of administration does not form an essential part of the educational process. The essence of education is still bringing unformed, immature minds into contact with experienced, well-developed minds in an atmosphere that will inspire initiative and effort on the part of the student himself. The administrator's job is to provide the right kind of Mark Hopkins for the students and to create the environment most conducive to the maximum success of the learning process.

The simple fact is that educational administration is a *means*, not an end in itself. Even today when we are staggering with huge enrollments, the complexities of modern society, and the financial management of our school staff and plants, the principle is still the same: administration, while tremendously necessary and important, is not the "be-all and end-all" of education.

### The Purpose of Education

Let's move on to a second basic principle.

One of the primary duties of an administrator is to cultivate and manifest a respect for learning since this is the objective of the work to which he dedicates his time and talents. Let us re-examine our attitude toward learning and its purposes. The most effective way to guarantee the utilitarian values that knowledge gives us is to cultivate knowledge for its own intrinsic value. In other words, the reason many today are so panicky about the need for greater emphasis on mathematical and scientific studies is because we now see a vital utilitarian need which we must meet: saving our skins in a possible conflict with an enemy which has outstripped us in scientific warfare. The weakness in this utilitarian attitude is evident: the minute the fear which has scared us out of our lethargy subsides, we will quickly lull ourselves back into fatal smug complacency.

Even from a utilitarian viewpoint, therefore, the truer, more enduring concept is that which respects learning as the magnificent accomplishment that results in human wisdom. This reverence for learning is founded on the conviction that the development of a human being to a mature level, the complete establishment of his human personality is achieved first and foremost through the acquisition of knowledge and truth.

What is uniquely most precious in man? Those activities which constitute his *conscious* life, that process of reaching out to reality through knowledge and love. This is why the main humanistic, philosophical, and theological traditions of the West have

always seen in man's ability to know and love the highest and noblest level of man's life, the activity by which he most completely realizes himself.

Regardless of our relative position to Russia in scientific development or any other field of knowledge, what we desperately need in this country is a resurgence of widespread *respect for learning for its own intrinsic value*. Even if it has no external enemies, a nation that does not give permanent priority to the pursuit of wisdom is certain to fall into decay. This does not mean that all our citizens can or should be scholars, but we are all obliged to help in creating and protecting an environment in which learning for its own sake will flourish.

Certainly here, educational administrators have special responsibility. Society is surfeited with skillful, yet immature persons; what society needs are persons with the responsibility that must accompany true wisdom.

### **Respect for the Teaching Profession**

This third principle is one with which I was most concerned during my two years' work on President Eisenhower's Committee on Education Beyond the High School. After examining every facet of the current situation, the committee stated categorically that the present disgraceful status of the high vocation of teaching is the most crucial single problem confronting education today.

In American colleges, and to a greater or lesser degree in elementary and secondary schools, the typical teacher is not able to discharge his indispensable role for the very good reason that he cannot dedicate himself wholeheartedly to his task. In most cases, he lacks the resources and equipment necessary for effective teaching and research in the laboratories and libraries where he works. Still more stultifying, in his own life and that of his family, he lacks a well-founded sense of respect, the support, the security, and the appreciation which should be accorded him by his associates and by at least the vast majority of his fellow citizens.

The Committee is convinced that the roots of this problem of the lowered status of the teaching profession lie deeply imbedded in our present social structure, so deeply imbedded that it will take the combined effort of most citizens to eradicate this cancerous growth. The primary cause of this disease is the distorted attitude toward the profession too commonly found among parents, youngsters, and the public generally. This attitude manifests itself in a hundred harmful ways: parents disillusioning the capable boy or girl who shows interest in a teaching career; the derogatory depicting of the teacher on TV, radio, and in the movies as an odd or uninspiring person; and most tragically, the unwillingness on the part of responsible persons to compensate the profession with salaries and benefits commensurate with the far-reaching importance of the work performed.

Here again, educational administrators have a frightening responsibility. We are the spokesmen, the representatives of the teaching profession. We are the normal liaison, the channel through which the teacher speaks to the public and to the official bodies concerned with American education. Negatively, are we doing anything that might make us even slightly responsible for the unhealthy attitude toward the profession? Positively, are we doing all we can to enhance the prestige of teaching as a career? To be respected, any profession must protect its prerogatives by insistence on high standards, by refusing to compromise with mediocrity, much less inferiority.

### **The Rights of the Individual Student**

The fourth and final principle concerns your convictions about the rights of the individual boy and girl occupying the desks in your classrooms. No one would argue with this statement from

the President's Committee report: "Every individual, regardless of race, creed, color or national origin, shall have the opportunity to develop his or her best self, to continue appropriate education up to his or her personal point of optimum development." (First Interim Report, p. 4.)

The American ideal should be that every boy or girl be given the fullest educational opportunities subject only to two limitations: (a) *ability*, no one should expect opportunities which go beyond his ability to profit from them, and (b) *desire*, no one has a right to opportunities who is not willing to exert the necessary effort. Surely one of the most solemn obligations as school administrators is to strive for the realization of that ideal. If there is even a shred of truth to the accusation that waste of human talent has become one of our national crimes, certainly we should be the first to investigate the validity of that accusation.

Nothing is more evident today than the amazing differentiation of abilities both in kind and degree which the Creator has distributed among the millions of youngsters in our schools. Equally evident is our obligation within the limitations of our resources, to provide each individual youngster with the kind of educational experiences which will develop his ability to the maximum. For those with intellectual curiosity and broad comprehension, we must furnish a challenge equal to the effort and depth they are capable of attaining. For the average and slow learner, each should find himself in an environment where he can profit substantially from his educational opportunities without hindering others from progress appropriate to their capacities.

Genuine commitment to the fulfillment of this ideal today may involve radical changes even in the structure and organization of secondary education, as well as unprecedented structural changes at the collegiate level. As educational statesmen, our one desire should be to look objectively at what we are accomplishing today with our nation's most valued resources: the precious talents of the youth committed to our care for the balanced, complete development of their potential.

### **How to Motivate and Challenge Students**

Not only must greater attention be given to effective recognition of individual intellectual differences, but also to the critical problem of *motivating* our students to make the most of their opportunities. We reject governmental coercion; we reject motivation based on panic. What can we do constructively to increase the intensity of desire on the part of our students to pursue learning?

First, we would be wise to put more emphasis on the disciplinary aspect of the learning process. We have tended too exclusively to think of the educative process as one in which the school and the teacher serve as an agent to dispense knowledge which is in turn passively absorbed by the student, much as he procures a candy bar from a vending machine.

Education is not merely the process of passively acquiring masses of more or less related facts. Far more importantly, it is the process of acquiring sound habits of mind, of developing one's intellect as an instrument for logical, accurate thinking. By its very nature, the educative process demands initiative and effort on the part of the learner, in much the same way that skill in the world of sports can only be acquired by rigorous repetition and a constant application of techniques which require effort and produce fatigue.

Today we have far more and far better teaching aids and methods to facilitate learning, but these cannot change the intrinsic nature of the growth of intellectual life. It is a process which must take place anew in each youngster who starts the long road of educating himself. What the wise man said long ago still rings true today: knowledge maketh a bloody entrance.

Experience testifies that in an atmosphere devoid of challenge, demanding standards, and competition, the typical youngster today, particularly the more gifted one, will not exert himself in even remote proportion to his capabilities for intellectual growth. Insistence on the mental disciplinary function of education will go far toward striking in the student the spark of enthusiasm, that thrill in the struggle against ignorance, which is so characteristic of those who succeed in the physical world.

Second, our students' will to learn will be energized to far greater extent if we cease to assume that we are already fully occupying their time and adequately challenging their ability so that it is not possible to increase the intellectual demands of the school. There is great fallacy in the insistence today that we must concentrate our students' major attention on gaining proficiency in the physical sciences, by diminishing effort in some other area of learning.

Rather is the answer not found in broadening and enriching the opportunities in all fields of learning? This will give whatever added emphasis is needed in science, yet preserve the balance in our curriculum which is so vitally important. Trimming, elimination, and change of emphasis should take place only in courses which cannot justify their place in the curriculum because they lack substantial content and are not well-adapted to the development of generalized habits of methodical thinking.

### A Moral Obligation to Learn

Third, we must use every conceivable means to convince parents that a nationwide eagerness for learning cannot be developed unless each individual cultivates the deep, personal conviction that he really is not morally free to decide whether or not he will exert the effort and the sacrifices necessary to realize the potential of his abilities. Morally, he is no more free to make this choice than he is to decide that since fortune has brought him a superabundance of this world's good, he can decide to throw money away with no regard for his stewardship.

Brains are an infinitely more valuable asset than money. It is correspondingly more sinful to squander the former than the latter. In a free society, man has an obligation to keep that society free by utilizing his talents for the combined benefit of himself and his fellowmen. This kind of motivation must begin early in the home with the indoctrination of a sense of responsibility by a child's father and mother. It must be continued without interruption through each year of his education, so that by the time he is in high school, he has established his own personal convictions about the duty he has before God and his neighbor to make the best possible use of his talents. If our schools were filled with large numbers of young people thus motivated, they would soon be producing unprecedented results.

What Catholic pastors should know about the

# Federal Government and the Schools

By EDWARD A. FITZPATRICK, Ph.D.

Editor, CATHOLIC SCHOOL JOURNAL

● EDUCATION is not an administrative responsibility of the national government. It is primarily and basically a function of state governments. There is no central administrative authority over education in the national government as there is in European and in the Latin American countries. When our national government was organized, no power was delegated to it by the states or by the people in the U. S. Constitution in 1789. And to make the general situation clear, when the Bill of Rights constituting the first ten amendments to the Constitution was passed in 1791, the Tenth Amendment provided:

*"The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively or to the people."*

### Congress and Education

The federal government has, however, been interested in education, without exercising control in its three branches. The Congress has passed educational laws from

the first land grants and later money grants to the states for education through the establishment of the land grant colleges, the Smith-Hughes law and its various amendments and developments regarding vocational legislation to the various bills providing educational opportunities for the veterans of World War II and the Korean War, and granting aid to school districts adversely affected by federal activity.

### The Supreme Court and Education

The U. S. Supreme Court has become such an important factor in education that one of its members suggested if it were not careful it might become the national school board. From the Catholic viewpoint, perhaps the most important single decision was the one in the Oregon case, which was a charter of freedom for parochial and other private schools, declaring that the "Fundamental theory of liberty, upon which all government in this Union reposes excludes any general power of the State to standardize its children by forcing them

to accept instruction from public teachers only." Parental responsibility is affirmed.

The Court has also been involved in the teaching of religion in public schools, the transportation of children to parochial schools, and racial segregation. It declared schools may release time during the public school day to permit parents to provide religious instruction by teachers of their choice on other than public property. It affirms the right of a district to provide free bus transportation to school children in private or parochial schools, or at least that to do so is not contrary to the "no establishment of religion" provision of the First Amendment. It also declared it constitutional for a state (Louisiana) to provide free secular textbooks to parochial school children. It declared segregation of races in public schools as inherently unequal and therefore unconstitutional under the equal protection of the laws provision of the Constitution.

(Continued on next page)



## The U. S. Office of Education

The organization unit of the federal government in the executive branch is the U. S. Office of Education. Created in 1867 as the Department of Education, it became the Office of Education in the Department of the Interior the following year. Its name was changed to the Bureau of Education in 1870, and changed back to the Office of Education in 1929. It was transferred from the Department of the Interior to the independent Federal Security Agency in 1939, and transferred again to its present status as a constituent unit of the new Department of Health, Education, and Welfare.

## U. S. Commissioner of Education

The head of the organization has had the title of Commissioner of Education from the beginning. He is appointed by the President by and with the advice of the Senate. The present Commissioner is Lawrence G. Derthick. His conception of the role of the federal government is indicated in a recent statement:

*"The Office of Education recognizes that the schools belong to the people, that their strength is derived from the people; it respects the independent organization and operation of public and private school systems and within its power tries to safeguard their freedom and independence. Furthermore, the Office recognizes that, if the schools are to serve the diverse interests and needs of the people, the people directly concerned must determine their procedures, their policies, and their curriculums."*

*"Realizing these facts, the Office seeks to provide national leadership without domination and assistance without interference; to fill gaps in information and services; to stimulate ideas and action."*

## Functions of the Office of Education

The functions of the Office as prescribed in the original act of 1867 continue to be the main functions of the Office, though additional responsibilities are added in the form of the administration of federal aid, and co-operation with other departments of the government. The original act provided: *"for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several states and territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems and otherwise promote the cause of education throughout the country."*

## Organization, Office of Education

To achieve the purposes of the Office of Education, in addition to the oversight of the Office by the Commissioner himself and his deputy, there are five main divisions:

1. Division of School Assistance in Federally Affected Areas
2. Division of Higher Education
3. Division of International Education
4. Division of State and Local School Systems
5. Division of Vocational Education
6. Division of Statistics and Research Services

Each of these divisions is headed by an Assistant Commissioner and Director, who is responsible for the preparation or direction of publications in the field and for technical services as required and for the organization of conferences and other co-operative arrangements. The titles of these divisions are probably sufficiently indicative of their function for our present purpose.

In addition to the divisions there are other independent branches: (1) laws and legislation including state law, (2) publications service. There are also two very important general services of research and statistics. These are basic to the work of the Office of Education and the annual and biennial statistics give comprehensive historical and contemporary views of education. A program recently authorized by Congress is the one authorizing the Office of Education to arrange for and finance research in co-operation with State educational agencies and the higher educational institutions throughout the country.

## Some Important Publications

The administrators and supervisors of all educational institutions and especially of Catholic schools and colleges should be acquainted with the publications of the Office of Education to understand what the public schools are doing, enrollment, finances, school construction, etc., and in historical tables how the conditions developed. The following are some of the more important publications with which administrators should be acquainted:

The basic document all administrators should read and study is the *Biennial Survey of Education*. No such comprehensive picture of American education is available elsewhere. The chapters of the Report are published separately when ready. The 1955-56 *Biennial Survey* included:

- I. Statistical Summary of Education (at least this)
- II. Statistics of State School Systems
- III. Statistics of Local School Systems:  
Organization, Staff, Pupils, Finance  
Section 1. City School Systems  
Section 2. Suburban School Systems

Section 3. County Unit School Systems

Section 4. Rural School Systems

IV. Statistics of Higher Education  
Section 1. Faculty, Students and Degrees

Section 2. Receipts, Expenditures and Property

V. Statistics of Public School Libraries.  
Statistics of Special Education for Exceptional Children was published in the 1952-54 *Biennial Survey*, but not in 1955-56.

Administrators charged with writing or interpreting reports should have copies of the handbooks in the State Educational and Reports Series. The first one is *The Common Core of State Educational Information*. The second one is on *Financial Accounting*.

There is a very significant series of reports on the organization, function, and personnel of State Educational departments that bishops and diocesan superintendents should have.

There are, of course, numerous pamphlets on methods of teaching—a notable recent one was on reading.

There is a series of pamphlets on educational systems in various foreign countries. The most recent one which has caused quite a discussion is on *Education in U.S.S.R.*

A very useful publication is *Educational Directory* which is published annually in four parts. The latest edition for 1958-59 has four parts:

1. *Federal Government and States* containing the names and positions by divisions of the members of the staff of the U. S. Office of Education, and the name positions indicating functions of each of the members of the staff of State educational departments.

2. *Counties and Cities* contains the names of the Superintendents of county, supervisory districts or union, and urban public schools, and of Catholic and Lutheran parochial schools. The specific addresses of the latter are furnished.

3. *Higher Education* contains the names of the principal administrative officers of the main divisions of college and universities by states. Significant information is briefly summarized for each institution, including accreditation.

4. *Educational Associations* contains the names of officers of the principal and numerous national educational associations, of fraternities and honor societies, of state associations, foundations, religious educational organizations, and international educational associations. Their publications are indicated.

Another especially significant publication is the comprehensive report on *The State and the Non-Public Schools*, which is made up of two parts. Part One which is primarily a factual summary of non-public schools as important educational resources of the country, the state regulations, the

state constitutions, and the administrative responsibility of the State Department of Education for non-public schools composes 29 pages of the report. The remaining 122 pages (more than four times the editorial matter) is a reprint of the full text of the constitutional provisions and the statutory Provision for each state on the basic educational topics: public aid, tax exemption, compulsory education, scholarships, pupil transportation, teacher certification, school administration, etc. Every one connected with a Catholic school should acquaint himself with the provisions of State law made so readily available.

The Office of Education will send a list of current publications, or take subscriptions to either of its publications: *Higher Education* (75 cents a year) and *School Life* (\$1) which besides having interesting articles carry lists of current publications. The discussions of contemporary educational practices are usually very objective, but as in the "Life Adjustment" material and the earlier Platoon School series, there was an overemphasis that closely resembled propaganda.

#### National Defense Education Act, 1958

The 85th Congress passed a rather comprehensive major educational bill called The National Defense Act of 1958. Signed by the President on September 2, 1958, it became Public Law 85-864. The scope of the law is indicated by its 10 titles with the following sections or subdivisions:

- I. General Provisions
- II. Loans to Students in Institutions of Higher Education
- III. Financial Assistance for Strengthening Science, Mathematics, and Modern Language Instruction
- IV. National Defense Fellowships
- V. Guidance, Counseling and Testing for the Identification and Encouragement of Able Students. Part A. State Programs. Part B. Counseling and Guidance Training Institutes
- VI. Language Development. Part A. Centers for Research and Studies. Part B. Language Institutes
- VII. Research and Experimentation in More Effective Utilization of Television, Radio, Motion Pictures and Related Media for Educational Purposes
- VIII. Area Vocational Educational Programs
- IX. Science Information
- X. Improvement of Statistical Services of State Educational Agencies

The purpose of this Act is to insure trained manpower of sufficient quantity and quality to meet the national defense needs of the United States by providing substantial assistance to individuals and to States and their subdivisions.

There is an interesting statement in this law regarding the relation of the federal government and the fact that local com-

#### CATHOLIC COLLEGE HAS MANY USES FOR OFFICE COPYING MACHINE

The Sisters of St. Joseph, who operate Nazareth College, a Catholic women's college in Rochester, N. Y., have found an office copying machine to be a most versatile piece of equipment for use of administrator, librarian, teachers and students.

The registrar, Sister Joseph Louise (pictured) uses it to provide transcripts of student credits for other schools and prospective employers. Formerly, these transcripts were typed by hand, taking time not only for copying, but for proofreading. The business office uses it for cross-filing correspondence.

An art instructor who wanted to show his students several different ways of presenting the same design problem hesitated to red pencil some of the excellent drawings of his students. He made photocopies, marked the copies, leaving the originals untouched. In the business education classes, students are taught to operate the school's copier, as well as the fundamentals of the photographic process used in copying, and how to instruct others in the use of the machine. "The girls like to use the copier for their schoolwork," explains Sister M. Gerard, business education instructor. "It helps in taking notes from a magazine, for



example. Instead of copying lengthy paragraphs by hand, they photocopy the page and paste it into their notebooks."

The machine pictured is a Verifax Copier by Eastman Kodak Co.

munities must retain control and responsibility over public education. It adds:

SEC. 102. Nothing contained in this Act shall be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over curriculum, program of instruction, administration, or personnel of any institution or school system.

For the purposes of the Act there is authorization for appropriations of \$1 billion with actual initial appropriations for a quarter of that amount. Except for the science information section which is administered by the National Science Foundation, the national administration and supervision of the Act is in the U. S. Office of Education. The Office of Education will have great influence, if not indirect control, over local education by its requirement that plans must be submitted for approval as a condition of the aid. This is important for the federal aid is intended not so much for what is being done as for extension of facilities.

#### Pastors Should Investigate

Because the provisions of the Act in many of its sections include non-profit private schools, Catholic schools on all levels, but especially high schools, colleges, and universities, will be interested. Pastors with elementary and high schools, junior or senior, will be interested in the provision for instruction of languages, science, and mathematics, and for training teachers. They may also find the provisions for student loans and graduate fellowships helpful

in connection with the encouragement of bright students in the parish who should continue their education, but may be prevented because of financial inability. All pastors and schools will be interested in the research and experimentation in more effective utilization of television, radio, motion pictures and related media for educational purposes.

#### Keep Informed

Keeping in touch with what the national government is doing — Congress, Supreme Court, and the U. S. Office of Education — is a responsibility of heads of educational systems and of educational institutions. The present 86th Congress is dealing with numerous educational bills, most of which will gently die, but administrators should not rely entirely on legislative committees of educational associations to do their work. The greatest danger at the moment in this field is the private National Education Association (which should be sharply distinguished from the U. S. Office of Education) which vicariously acts for a million members who do not pay much attention to such matters. Supreme Court decisions are of vital concern to private as well as public schools. Not only for information but for help, suggestions, and even criticism, no administrator should fail to get on the mailing list of the U. S. Office of Education. Its services are available to the public and private school systems. Consequently your appeal for information or help or suggestions will receive every consideration.

In the wake of the tragic fire at Our Lady of the Angels school, a check of fire preventive measures is dictated for all institutions

## *Fire Safety is your business*

**WHAT YOU CAN DO:** 1. Insist on building materials and construction that will delay the spread of fire and permit occupants to escape.

### **Read carefully these recommendations of the Chicago coroner's jury:**

● **INSTALLATION** of sprinkler systems, improved fire alarms, avoidance of classroom overcrowding, proper construction of stairwells and flues were some of the safety measures recommended by the coroner's jury after a month-long investigation of the tragic fire at Our Lady of the Angels school, Chicago, which claimed the lives of 90 pupils and three nuns, December 1.

*"The jury's verdict makes it perfectly clear that the fire was an accident,"* stated Msgr. William E. McManus, archdiocesan superintendent of schools. *"There is no evidence of neglect by any responsible official before, during or after the fire. The jury's careful recommendations will help school administrators prevent similar tragic accidents from happening again."*

Msgr. McManus also revealed that all of the jury's recommendations will be put into effect in all the Chicago parochial schools. Engineers have estimated that the fire safety improvements may cost between \$8 and \$12 million. "In effect, this will mean that Catholics will have to increase their contributions by about 25 per cent," he explained. "I am confident they will do so. They are eager to improve our schools." The Chicago archdiocese has 360 Catholic grade and high schools, enrolling approximately 232,000, and operating at an annual cost of about \$38 million.

In its report, the coroner's jury stated: "Judging from the evidence presented, the fire originated in the stairwell area at the northeast corner of the school building and had been burning for some time before it was discovered. However, the exact point of origin cannot be established, and we therefore have reached the conclusion that the origin of the fire is undetermined."

"Examination proved conclusively that automatic sprinkler systems should be re-

quired by law for schools," stated I. S. Lowenberg, an architect who headed the group organizing the report. He pointed out that a sprinkler head in the stairwell would have drenched the blaze while it was still of small size. The second lesson to be learned from the fire was that stairways should be protected with fire doors.

"We found that fire moves not only vertically, but horizontally," he continued. "This was illustrated in the fact that fire at the school swept through the second floor where the pupils were killed, but missed the first floor. We concluded that corridors should be made of incombustible materials."

In Lowenberg's opinion the fire showed that school buildings should be limited to one story wherever possible, although this was not a formal jury recommendation.

Another major suggestion by the jury was to make all laws affecting fire safety retroactive to cover existing buildings. Our Lady of the Angels school had been exempt from a stricter fire code which was enforced in 1949 because the building had been completed before that year. If the code had been retroactive, the school would have been required to have a second floor fire door between the corridor and the stairwell. Such a fire door on the first floor corridor was apparently of great benefit to pupils on the first floor in the wing where the fire occurred.

#### **Automatic Sprinklers Recommended**

The following jury recommendations apply to general fire safety in schools:

1. *Automatic sprinklers for all school buildings regardless of height.* There should be total sprinkler coverage for Type III buildings (those with masonry walls with wooden floors and roofs) and Type IV

buildings of wooden construction. A more limited sprinkler coverage including stairwells was recommended for Type I (non-burnable materials with supporting members lightly fireproofed) and Type II (non-burnable materials with supporting members lightly fireproofed or unprotected). All new schools should be of the latter two types.

2. *Total enclosure of all vertical passageways, including stairwells, with fire doors with wired glass panels and elimination or blocking of old masonry ventilation shafts which act as flues to spread fire rapidly.*

3. *Fire barrier doors on all corridor and room partition openings, also removal and replacement with wired glass.*

4. *Installation of metal protection for ordinary glass transoms over doors into hallways and for corridor windows.*

5. *Fire alarm systems which can be operated manually and automatically to alert both the occupants of the building and the fire department.*

6. *Fire alarm pull boxes within 100 ft. of school entrances.*

7. *Swinging smoke barrier doors to subdivide hallways more than 300 feet long.*

The following provisions pertain to fire fighting procedures and ordinances:

8. The fire department should revise procedures to send as much equipment and manpower to a telephoned alarm of a school fire as to a "box" alarm.

9. An ordinance making it a misdemeanor to wedge or block fire safety doors in an open position.

10. Enforcement of a fire code outlining types, number, and placing of fire extinguishers, and elimination of any fire codes conflicting with these provisions.



## **This 40-year-old Catholic school modernized for fire safety**

● A NEW FIREPROOF STAIRWELL was added to the 40-year-old St. Agnes grade school, Springfield, Mo., last September. It was part of an extensive modernization program, emphasizing fire safety for the older parish buildings.

Rt. Rev. Msgr. V. A. Schroeger, pastor of the Cathedral of St. Agnes Parish, estimates that the modernization work cost about \$22,000. It included construction of two stairwells (one at the grade school, the other at the adjoining convent), the renovation of an existing front stairway in the grade school building, the addition of a teacher's restroom with tile floor and new sub-flooring as needed, and new fire extinguishers.

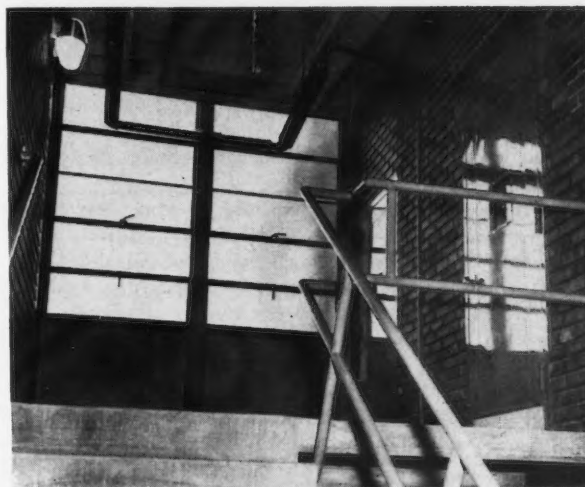
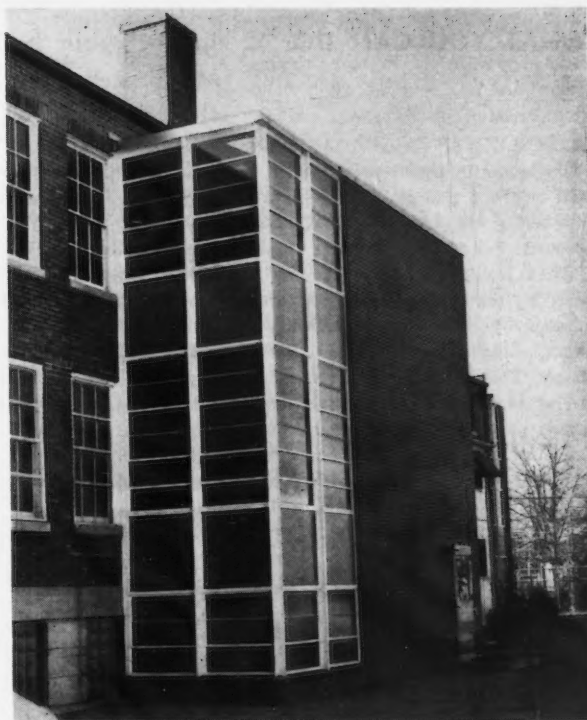
The wooden stairway in the front of the grade school was replaced with metal lath and plaster. New treads and landings were put in, and metal lath partitions and fire doors were installed to separate the stairway from the remainder of the building. This stairway is now rated as fire-resistant.

The three-story (including ground floor) stairwell meets all the restrictions of the fire code proscribed for all new construction in the downtown district where St. Agnes is located. It is of masonry and window wall construction, and features insulating panels of asbestos cement board. The stairway has wide concrete treads and landings with steel handrails. It is lighted by the window walls and also by incandescent fixtures at each landing which are kept burning at all times. In an emergency the lights would mark the exit and stairs in case smoke penetrated the stairwell.

The stairwell has direct exits from four of the building's classrooms. Other classrooms are only a short distance away, and even closer to the renovated front stairs. On the second floor, the door nearest the stairway is recessed so its outward swing will not block traffic from the floor above. The hollow metal doors with wired glass vision panels are set into a 15-inch masonry firewall. Because the stairway is used for non-emergency traffic as the closest path to the playground, it was decided to heat it with a fin pipe heating unit. Construction engineers estimate that a similar fire-resistant stairwell, without the heating unit and substituting steel for concrete steps, could be built at a cost of from \$5,000 to \$7,000.

The stairwell has been cited by the fire department inspectors in a list of fire safety recommendations for the city's six public elementary schools, all older than St. Agnes. Recommending the stairwell, Capt. Howard Knapp, a fire department inspector, stated: "There is an exit from all floors to the ground level. It is completely enclosed. When children enter the stairwell, they will be safe, from top floor to bottom, no matter how the building might be burning on the other side of the fire wall." He remarked that fire department authorities object to open fire escapes because some children are afraid to use them, leading to possible bunching up and panic.

Completion of the stairwell coincided with the opening of a new elementary school building. St. Agnes, which combines eight grades and four-year high school, holds most of its coinstructional classes for its 200 high school pupils in an older, yet modern, building. Now that the 350 elementary students have transferred



St. Agnes school, Springfield, Mo., constructed this attractive fire-resistant stairwell with exterior glass and blue-paneled curtain walls. The interior features wide concrete steps and landings, brick fire walls, hollow metal fire doors, steel handrails. In spite of the brightness from glass walls, artificial lights are kept burning at each landing to mark exits and in case smoke should penetrate the stairway.

into the new elementary school, the former grade school is being used for additional high school classes.

Architect for both the new school and the stairwell was Eugene F. Johnson and Associates, Inc. The same firm has also designed two masonry-enclosed stairwells for the Mercy Hospital infirmary, also in Springfield, Mo., conducted by the Sisters of Mercy.

## WHAT YOU CAN DO: 2. Inspect your buildings monthly and quarterly. Make indicated changes. Maintain good housekeeping.

● **BUILDINGS SHOULD BE INSPECTED** for fire safety *every month* by the custodian and a member of the administrative staff on items 1 to 21 detailed below. At a *quarterly* inspection, a member of the fire department should accompany the above inspectors and make a complete report on points 1 through 37.

These questions compose the Inspection Blank for Schools prepared by the National Board of Fire Underwriters, approved and adopted by the National Association of Public School Business Officials and endorsed by the International Association of Fire Chiefs. This checklist was revised in December, 1958. Questions are so worded that a negative answer will indicate an unsatisfactory condition.

### Remember if you answer "No" to any of the following questions, you are risking a fire:

1. Are all exterior exit doors equipped with panic locks? .....  
Are locks tested each week to insure ease of operation? .....  
Do these lock securely so that additional locks, bolts, or chains are not necessary? ..... Are such additional locks open whenever the building is in use? .....
2. Are all outside fire escapes free from obstructions and in good working order? ..... Are they used for fire drills? .....
3. Is all heating equipment, including flues, pipes, and steam lines:  
(a) in good serviceable condition and well maintained? .....  
(b) properly insulated and separated from all combustible material by a safe distance? .....
4. Is coal pile inspected periodically for evidence of heating? .....
5. Are ashes placed in *metal* containers used for that purpose only? .....
6. Is remote control provided whereby oil supply may be shut off in emergency? .....
7. Is outside shut-off valve on gas supply line provided? .....
8. Has automatic heating equipment been serviced by a qualified service man within the past year? .....
9. Are the following locations free of accumulations of waste paper, rubbish, old furniture, stage scenery, etc.  
attic? ..... basement? ..... furnace room? .....  
stage? ..... dressing rooms in connection with stage? .....  
other locations? ..... (Explain "No" answers under Remarks.)
10. Is the space beneath stairs free from accumulations or storage of any materials? .....
11. If hazardous material or preparation is used for cleaning or polishing floors: Is the quantity limited as much as practicable? ..... Is it safely stored? .....
12. Are approved metal cans, with self-closing covers or lids, used for storage of *all* oily waste, polishing cloths, etc.? .....
13. Are approved safety cans with vapor-tight covers used for all kerosene, gasoline, etc., on the premises? ..... Is it essential that such hazardous materials be kept on the premises? .....
14. Are premises free from electrical wiring or equipment which is defective? ..... (If answer is "No," explain under Remarks.)
15. Are only approved extension or portable cords used? .....
16. Are all fuses on lighting or small appliance circuits of 15 amperes or less capacity? .....

17. Are electric pressing irons equipped with automatic heat control or signal and provided with metal stand? .....
  18. Are sufficient proper type fire extinguishers provided on each floor so that not over 100 feet travel is required to reach the nearest unit? ..... In manual training shops and on stage, 50 feet? .....
  19. Have fire extinguishers been inspected or recharged within a year? ..... Is date of inspection or recharge shown on tag attached to extinguisher? .....
  20. Is building equipped with standpipe and hose having nozzle attached? ..... Is hose in good serviceable condition? .....
  21. Are large woolen blankets readily available in kitchens and science laboratories for use in case clothing is ignited? .....
- REMARKS (Note any changes since last inspection):

### Quarterly Building Inspection

In addition to the 21 points detailed above, the following items should be included in each quarterly inspection:

22. Building construction: Walls ..... Floors ..... Roof .....  
No. stories ..... No. classrooms .....
23. State sections of buildings equipped with automatic sprinklers: .....
24. Are there at least two means of egress from each floor of the building? ..... Are these so located that the distance measured along the line of travel does not exceed:  
(a) From the door of any classroom, 100 feet? .....  
(b) From any point in auditorium, assembly hall or gymnasium, 100 feet? .....
25. Are all windows free from heavy screens or bars? .....
26. Do all exit doors open in direction of exit travel? .....
27. Are all interior stairways enclosed? ..... Are doors to these enclosures of automatic or self-closing type? ..... If automatic closing type, are they closed as routine part of fire exit drill? .....
28. Are windows within 10 feet of fire escapes glazed with wire glass? .....
29. Are manual training, domestic science, other laboratories and the cafeteria so located that a fire in one will not cut off any exit from the building? .....
30. Is a smoke-tight projection booth, built of noncombustible materials, and vented to the outside, provided for the motion picture machine? .....
31. Are heating plant and fuel supply rooms cut off from the main corridors and other parts of the building by fire-resistant walls, floor, and ceiling assemblies and doors? .....
32. Do all ventilating ducts terminate outside of building?
33. State type of construction of any temporary buildings in school yard. ....
34. Is nearest temporary building at least 50 feet from main building? .....
35. State frequency of fire drills. .... State average time of exit. ....
36. Are provisions made for sounding alarm of fire from any floor of building? ..... Is sounding device accessible? ..... Plainly marked? .....
37. Give location of nearest city fire alarm box. .... Give distance from premises. ....

Report to be signed by all inspectors and filed with the proper authorities (including the Bishop).

## WHAT YOU CAN DO: 3. Conduct frequent fire drills.

● NOT ENOUGH fire drills are held in school houses, and those that are are seldom worth the time and effort given them. Here are some suggestions for worthwhile fire drills:

1. Drills should be held as *frequently* as possible, but at *irregular* intervals. Plan more frequent drills at the beginning of the school year, than later. Hold more frequent drills for primary age pupils, than older children.

2. The fire drill should be *unexpected*. Only the person who is authorized to turn in the alarm should know when the fire drill is scheduled. Occasionally, a principal should designate a teacher or janitor to turn in some of the alarms. Schedule

drills at various times during the day so that students who move from class to class will have experience in using various exits.

3. *Require quiet and order during drills.* Require teachers to evacuate the building with their classes.

4. *Deliberately block off one of the regular exits* during a fire drill, detouring lines of pupils and teachers to other exits. Seldom does a building fire occur that does not block at least one of the exits. Indeed most loss of life in fires results from panic about locked or blocked exits. Be sure all exits are used, particularly an outside fire escape which is sometimes overlooked during practice drills.

It would be well for every institution,

particularly convents and those housing young children, the aged and handicapped to establish a set plan for evacuating the premises in case of fire or other calamity. Moreover, the evacuation procedure should be *practiced* at least once a year. Assign definite emergency duties to *all* adult staff members. Provide alternate routes in case one exit is blocked.

Administrators should remember that there is a turnover in the personnel and inhabitants of their institutions. It does no good to have an evacuation plan "on the record books" which cannot be carried out because the staff is not informed or trained to respond instinctively in an emergency.

## WHAT YOU CAN DO: 4. Provide fire extinguishers of right type and size.

Be sure they are inspected annually.

● THREE ESSENTIALS in any fire are: heat, fuel, and oxygen. Basic fire control consists in the elimination of any one or all of these three essentials. Fire is the rapid combustion of overheated fuel with enough oxygen (at least 15 per cent) to continue the blaze. Fire can be controlled by lowering the temperature of the fuel, and/or by smothering the oxygen supply.

There are three classes of fire and each

has its own method of control:

*Class A:* Paper, wood, cloth, excelsior, rubbish, and similar combustible material containing carbonaceous matter. Fire is extinguished by lowering the temperature of the fuel with water or water solutions.



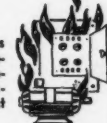
*Class B:* The fuel is gasoline, oil, grease, paint, or other volatile material. Controlled by eliminating oxygen by blanketing with chemical foam, dry chemicals, vaporizing

liquids, and/or such nonburning gases as carbon dioxide.

*Class C:* Electrical fires. Again the oxygen supply is shut off by using such nonconducting agents as carbon dioxide, certain vaporizing liquids, dry chemicals.

The local fire department should inspect all fire extinguishers at least once a year to ascertain that they are filled and in proper working condition.

### HOW TO SELECT A FIRE EXTINGUISHER

	CARBON DIOXIDE	DRY CHEMICAL	VAPORIZING LIQUID	FOAM	SODA ACID	WATER	LOADED STREAM
<b>CLASS A</b> Paper, wood, excelsior, rubber and general combustible fires requiring cooling and quenching. 	Small Surface Fires Only	Small Surface Fires Only	Small Surface Fires Only	Foam clings to vertical surfaces, wets and smothers.	Soda-Acid is economical protection... quenches and cools.	Water is excellent protection; it cools and quenches.	Water with chemical additive gives good protection; cools and quenches.
<b>CLASS B</b> Burning liquids, (gasoline, paint, oil, grease, etc.) demand a smothering action for quick extinguishment. 	YES Has no ill effects on food and leaves no residue.	YES Chemical smothers fires	YES Vaporizing liquid is converted into a gas—which smothers the fire.	YES Heavy foam blanket on surface of burning liquids smothers.	NO Basic water content will spread liquid fires.	NO Water will spread fire, not put it out.	YES Provides smothering action on small fires.
<b>CLASS C</b> Live electrical fires (motors, switches, appliances, etc.). A non-conducting extinguishing agent must be used. 	YES Carbon dioxide is non-conductor; will not damage costly electrical equipment or leave residue.	YES Dry chemical is non-conductor of electricity.	YES Liquid is non-conductor, and will not damage equipment.	NO Foam is a conductor and should not be used on electrical equipment.	NO Should not be used on live electrical equipment; basic water content will conduct.	NO Water, a conductor should not be used on live electrical conductor.	NO Should not be used on live electrical equipment.
<b>SUBJECT TO FREEZING</b>	No	No	No	Yes	Yes	Yes, unless chemical is added.	No
<b>EXTINGUISHING AGENT</b>	Carbon Dioxide	Dry Chemical	Heavy vapor formed from liquid by heat.	Foam Bubbles	Soda Water Solution	Water	Mineral Salt Solution
<b>RANGE</b>	5-10 feet	10-25 feet	20-30 feet	25-35 feet	30-40 feet	35-50 feet	45-60 feet
<b>EFFECT ON FIRE</b>	Smothers and Cools	Smothers and Cools	Smothers and Cools	Smothers and Cools	Cools and Quenches	Cools and Quenches	Cools and Quenches

NOTE: Equipment should be approved by Underwriters' Laboratories or Factory Mutual Laboratories

Courtesy Fire Equipment Manufacturers' Association, Inc.



## WHAT YOU CAN DO: 5. Equip your buildings with automatic fire detection devices and/or automatic sprinklers. Consult an authority.

### By PAUL W. EBERHARDT

*Vice-President, Walter Kidde & Co., Inc.,  
Manufacturers of Fire Detection and Extinguishing Devices*

● CHICAGO'S tragic Our Lady of the Angels grade school fire on December 1 which claimed 93 lives again spotlights the desperate need to tighten up on fire safety practices and equipment in schools. Every year frightening losses of property and life are reported, the result of fires in hospitals, convalescent and old people's homes, hotels, theaters, and other residence-type structures.

Investigations reveal the same old faults — no fire resistant construction, no fire escapes, blocked or locked exit doors, no water sprinklers — to name only a few. Most important of all, however, is the problem of delayed fire detection. Too often the fire is completely beyond control by the time it is discovered. There just isn't sufficient time for an orderly exit by the structure's occupants. In many cases, insufficient time to get out at all! However, if a fire is detected in its infancy, immediately reported, and promptly attacked by qualified firefighters, the chances of its becoming a "large loss" are minimized. This means early detection is vital.

Fire detection falls into two broad categories: "spot" and "continuous line" thermostats. As the name suggests, "spot" comprises individual units. The continuous line type is a system providing detection for large areas, perhaps entire buildings. Both systems can be arranged to pinpoint the area where the fire originates. They can both alert occupants to save lives and call authorities to extinguish the fire.

#### Smoke Detection

Most fires have one thing in common: smoke. Even deep-seated smoldering fires with very little heat can be detected with this type of analyzing equipment. It will give an alarm probably before any flames are apparent.

For example, assume several storage rooms are protected by smoke detection. Each area has one or more smoke accumulators connected by a separate pipe line for each area to a centrally located smoke detection cabinet. In sequence, air samples are drawn from each of the protected spaces and passed through the piping to

the smoke detection cabinet. There each sample is passed through an analyzer tube comprising a beam of light and photoelectric cells. If any sample contains smoke, it is reflected onto the photoelectric cells which causes an alarm to sound.

#### Temperature Controls

Another type of fire detector operates on the temperature-rate-of-rise principle. Any undue temperature rise in a protected room causes an expansion of air in inconspicuous copper tubing mounted on the ceiling. The two ends of tubing terminate at a detector. This expanded air moving in opposite directions through the tubing enters the detector and acts on two opposing diaphragms. The pressure forces them together and closes an electrical circuit that sounds an alarm. If a number of areas are so protected, a designator indicates which one is reporting trouble.

Incorporated in a detector's design are features which eliminate the possibility of false alarms from normal temperature changes and from sudden surges of heat. The fact that this equipment works on the temperature-rate-of-rise principle makes it most versatile. It makes no difference whether the circuit tubing is in a cold storage room or a hot furnace room.

#### "Spot" Fire Detectors

Several "spot" fire detectors are available. One uses a combination rate-of-temperature rise and a fixed temperature principle. Should the rate of temperature rise be too gradual to actuate the detector, it will be triggered when a preset temperature is reached. Each device provides about 2500 sq. ft. of protection, automatically resets itself after an alarm and does not require replacement of parts.

Another detector operates when a fixed temperature is reached. This setting is well above any likely temperature to be experienced in the area, i.e., 135 or 180 degrees. These units each give about 225 sq. ft. of protection.

A third type operates only on temperature rate-of-rise. Any temperature rise of more than 15 degrees per minute pneumatically closes an electric switch and

sounds an alarm. The device can cover 900 sq. ft.

A radioactive unit is used in still another device. In a small ceiling-mounted chamber, it triggers an alarm when a change in ionized air takes place, upon the presence of smoke or heat.

A variation of the fixed temperature thermostat theory is sometimes used in connection with automatic water sprinklers. Rather than having a thermostat, there is a fixed temperature operation of the water sprinkler heads. When they go off, a flow of water starts through the supply pipes. This water flow is detected by a device which causes an alarm to sound.

Photo-electric cells, too, are used to detect fires directly. Devices are ceiling-mounted to permit unobstructed scanning of the entire area that is being protected. If a fire occurs, the "flicker" (infra red light at a specified number of cycles per second) acts on the photo-electric cell and causes a control panel to sound an alarm.

No matter what type of detection system is used, alarms can flash locally, to a central station, and/or to municipal fire headquarters. If desired, devices can be provided with some kind of equipment that upon an alarm will cause lights and other electrical equipment to be turned on or off, doors to close or open, and the like. Also available are battery units for some devices, which in the event of an electricity failure automatically provide power for the uninterrupted operation of the smoke detector.

#### Lower Insurance Premiums

Installation of any of these types of fire detection devices can bring substantial reductions in insurance premiums from underwriting companies and rating bureaus. However, be sure that any equipment you consider has Underwriters' Laboratories approval and meets requirements of state laws for fire detection equipment for the class of building to be protected.

Finally, when mapping out a fire safety program for any building, contact the local fire department. Their co-operation and recommendations will be invaluable in formulating plans.

# Living Room for Learning

● AN IDEAL CLASSROOM should be a "living room for learning." With this thought in mind, the school equipment division of Brunswick-Balke-Collender Co., has constructed a research center in Kalamazoo, Mich., that visually demonstrates how physical and psychological factors can be employed in architecture, construction, and equipment to provide a functional, pleasant room conducive to student learning. Designed by prominent educators, architects and interior decorators, the room could be readily adapted by schools in any part of the country. By varying its equipment, it is suitable for any classroom use from kindergarten to high school science laboratory.

Almost every component of the room is modular and "prepackaged," a factor that makes for low-cost construction. For example, two walls, facing north and east, are Thinline glass curtain walls manufactured by Owens-Illinois. The two by four foot modules of clear glass, white glass block, or colorful porcelain panels are interchangeable since they readily snap into position on aluminum frames. Thus, in theory and fact, even the walls could be rearranged into different patterns.



"The learning is easy" in this ideal classroom environment.

Other modular construction materials are: Minaboard acoustical tiles which are laid in units to form the ceiling, and the vinyl asbestos tiles on the floor. Both are products of Armstrong Cork Company.

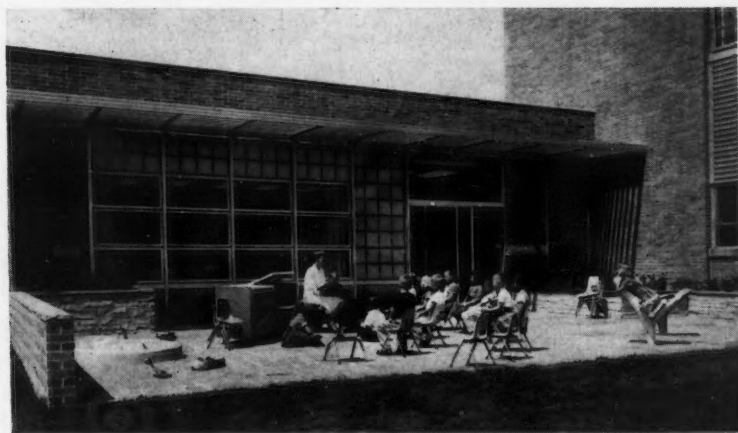
Because children respond to a bright, cheerful atmosphere, great attention has been paid to co-ordinating the colors and textures in walls, floors, ceiling and furnishings. Gray floor and ceiling tiles contrast with a turquoise brick wall, the fourth wall covered with green vinyl, and the green and yellow porcelain panels in the glass curtain walls. The mobile furnishings add bright color accents in blue, green, red, yellow, salmon and gray. Desks and chairs for students and teacher, tables and

cabinets are colorful, mobile units than can be rearranged to answer any classroom need from a large lecture setting to small groupings. The furnishings are flexible and easily stacked for storage. Particularly attractive and functional are the Modulwall wall-hung teaching aids: the chalkboard, pegboard and flannelboard.

Because lighting and glare affect a student's disposition to learning, the Brunswick company has tested the study surfaces of furniture and wallboards for light reflection. As a result, the modular fluorescent fixtures were dropped two inches from the ceiling to permit sidelight spillage. This type of fixture avoids strong contrast between light source and ceiling. The glass walls allow plenty of natural light to enter the room, while a louvered overhang on the outside cuts the direct rays of the sun.

Outdoors there is a pleasant patio with a blue stone floor and lannon stone planters, where classes may assemble for special units. Younger children can play in the sand area or with the play sculptures, fiberglass play puddle or concrete riders.

In constructing the ideal classroom, Dr. Paul W. Seagers of Indiana University served as planning consultant. Interior design was done by Kim Yamasaki and G. Harold Hart of Dave Chapman, Inc., Chicago. Construction was by Cunningham-Limp Co., Detroit. The Brunswick firm will use the center in planning and testing educational equipment and will make it available to educators, architects and designers as meeting place and laboratory.



Classes can move outdoors to a pleasant patio.

# This Metropolitan Parish Has FOUR Distinct Social Areas

By REV. JOSEPH F. SCHEUER, C.P.P.S.

*Department of Sociology, St. Joseph's College, Rensselaer, Ind.*

● PRIESTS AND PARISHIONERS alike have a commonsense awareness that differences in religious attitudes and behavior are influenced by varying social conditions. The ways of putting one's religious beliefs into act are largely a matter of custom, and custom is a kind of group activity. Because groups change, their customs change; these can develop or deteriorate much as the group itself. Because a group is different from another in its relations member to member and in its relations to members of other groups, patterns of interaction, even when these embody religious values, differ significantly.

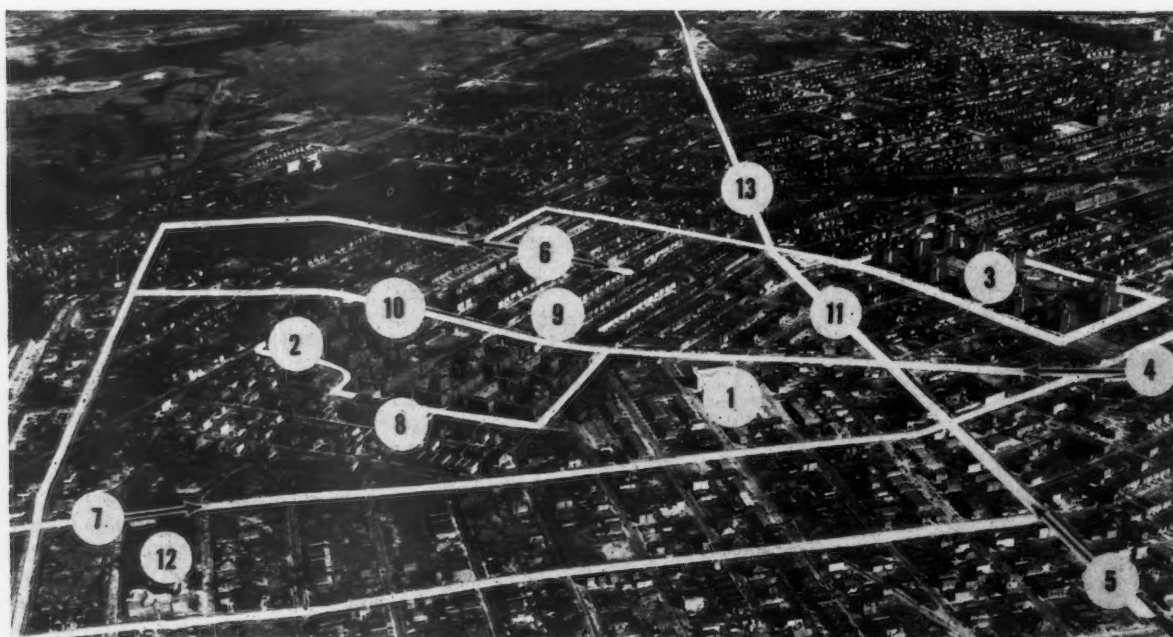
The full dynamism of such change and differentiation in religious behavior is visible especially in the large cities of America. Here people of vastly different origins, customs and aspirations meet and converge. Sometimes they come into conflict, but always they are changing. Their religious attitudes and practices are part of this picture of change and conflict.

How various social phenomena are linked to various religious practices is quite apparent in one canonical parish in New York City. The ecclesiastical boundaries encompass four quite distinct neighborhoods or "social areas." There is no call

to disguise the parish or the neighborhoods, for this would only destroy the pointedness of these remarks. Contrasts in the areas must be seen, indentified, specifically known,—yes, even *felt*—in all their reality and concreteness if one is to account for the subtle social differences that link themselves with religious practice and values.

The parish is Sts. Philip and James in the upper northeast quarter—the Pelham Bay district of the Bronx, N. Y. Its pastor, the congenial Rt. Rev. Msgr. Joseph A. Cahill is a former, successful teacher of Greek and classical literature at the diocese-

PHOTODIAGRAM OF STS. PHILIP AND JAMES PARISH, BRONX, N. Y.



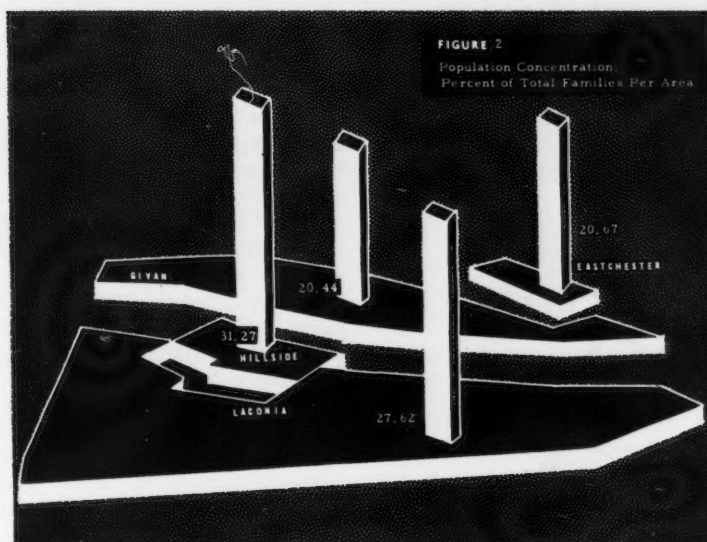
—Fairchild Aerial Surveys, Photo

1. Parish Church and School
2. Hillside
3. Eastchester
4. Boston Road

5. Gun Hill Road
6. Givan Avenue
7. Laconia Avenue
8. Public School 78

9. Violet Park Synagogue
10. & 11. Shopping Centers
12. Laville School
13. Dyre Avenue Station





san minor seminary. He is the parish's founder and first pastor. Two younger priests assist him. The parish plant—church, school, rectory and convent—is all under one roof and less than 10 years old. The parish was established in 1949, largely in response to the flow of population northward out of more central and congested neighborhoods. Sts. Philip and James was especially established to “take the load off” two other church-school parishes erected a number of years previously, when it was determined that a large public housing project (one of several, in fact) would be built in the general area.

#### Eastchester Homes, a Housing Project

Eastchester Homes itself is large and different enough to be designated as one of the four observable social areas of the parish. The project houses about 800 households, mostly young married families. They are socially mobile and very conscious of their needs and the struggles involved in satisfying their wants. The movement of families in and out of Eastchester was very high in the first years of the project; it declined later, but is still very much in evidence. This mobility measures the concern of these families for “bettering” themselves. Although almost all are of a middle income range, Eastchester families are ethnically very mixed: Negro, Puerto Rican, Italian, and Jewish. There are relatively few Irish and German, and only isolated instances of other nationalities. The rapid, extensive growth of the Eastchester area precipitated the development of a secondary business and shopping area (No. 11 on photo map) as it did the new parish.

#### Laconia, the “Oldest” Area

The parish’s “oldest” social area is the

Laconia district. Until recently this was an area of old settlements: a few houses dotting large tracts of vacant land. Most of these homes were built over a generation ago, on old-fashioned 25-ft. lots. These are attached houses, built to cover the entire lot, front to back, side to side. As such they readily contain compartments for more than one family. This compact architecture is reminiscent of those days long gone when immigrant Italian fathers envisioned homes not only for themselves, but for their sons and future sons-in-law. The number and density of these dwellings increases as one moves west out of Sts. Philip and James parish toward the national Italian churches of Our Lady of Grace and the Church of the Immaculate Conception.

In the Laconia sector as nowhere else in the parish one will pass little old, obsolescent garden plots with imported fig trees and sheds for goats and pigeons. The tumbling sheds still stand as symbols of a people who came to America with much simpler, more naïve love of land and family than that of their own children and other newcomers who will certainly build another kind of world around them and in their place.

Laconia is a fringe area. Its early development was influenced by the construction of the White Plains Avenue elevated and subway, which made the residential area long ago attractive to many from the overcrowded parts of central New York City. Homes are spaced in inverse ratio to the distance from the El as one moves eastward to the parish church.

#### Givan, the “Most Interracial Area”

The Givan area is similarly a fringe district to a transportation artery. The

Dyre Avenue line, a subsidiary of the City’s surface rail system, has a station on Gun Hill Road, just east of the parish boundary line (see No. 13 on photo map). The line is of much later installation than the White Plains elevated, so the Givan area is somewhat younger than Laconia.

This younger character is reflected in the traits of the Givan population and the character of their dwellings. These people live in single, unattached homes, designed more for second and third generation American tastes. The age of the inhabitants reflects maturity, but not age. Most important of all, the Givan sector is ethnically a most heterogeneous neighborhood. Several years ago the *New York Times* singled out one block in this area as the “most interracial” block in the city. Here Negro, Spanish, Jewish, Italian, German, Irish—and many others—dwell together with notable friendliness and lack of tension.

#### Hillside, a Private Housing Project

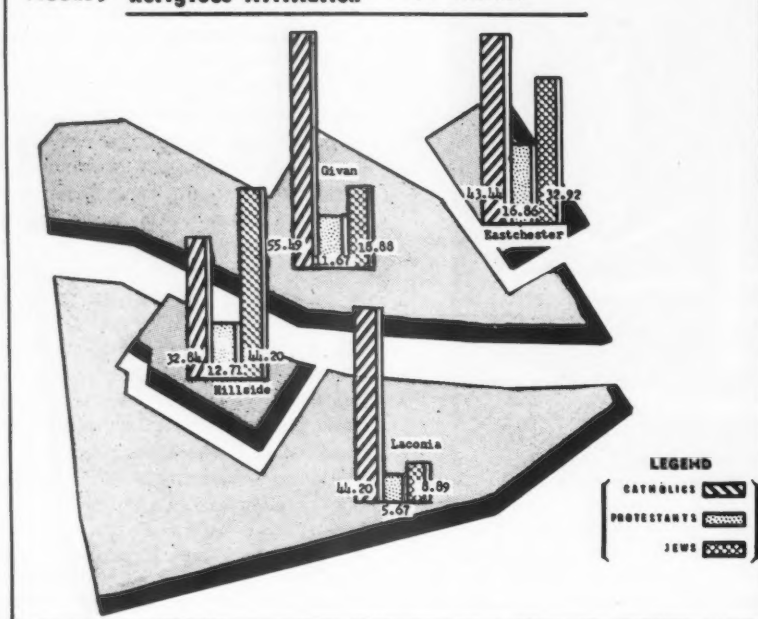
Outstanding for its population concentration is the Hillside area. Territorially it is the smallest of the four parish sectors (Fig. 2), yet it contains almost  $\frac{1}{3}$  of the parish families. Like Eastchester, Hillside is a housing project, but one that is privately owned. Hillside Homes represents the beginning of mass-population invasion in the area. It brought the largest and most rapid increase in population during the early 1930’s. These renters have social ties and attitudes pinned to the institution of “private enterprise.” Hence, Hillside people are not infrequently the centers of resistance to “government-sponsored” and city-owned housing projects, especially those for lower-middle and lower income groups such as the Eastchester project.

Furthermore, many Hillside families are tied by one or more interests to the major shopping center (photo map, No. 2) and recreational area that serves the community. Competition between families and business in the Hillside and Eastchester sectors, for these and other reasons, is often subtle, subconscious, but none-the-less real. Similarly, ethnic differences between Hillside and Eastchester enter the picture. Hillside is predominantly Irish and Jewish. Italian penetration has been slow, but noticeable. Puerto Ricans and Spanish are hardly in evidence. Eastchester is much more ready to admit all ethnic groups.

#### Areas Are Predominantly Catholic

With such differences in terms of time of settlement, concentration of population, location of transportation and business facilities, differences in housing and social class, ethnic backgrounds and integration,

FIGURE 3 Religious Affiliation



it will come as no surprise that there are also noticeable differences in religious affiliation (Fig. 3). However, those studying the parish area were surprised quite beyond expectations at certain details of the varying patterns.

For example, the known Italian immigrant background was a good indication that the Laconia sector would be predominantly Catholic (44.2 per cent). The concentration of Catholics in Givan (55.4 per cent) was higher than expected. The proportions for Hillside (32.8 per cent) and Eastchester (43.4 per cent) were almost the reverse of the commonly expected.

Two trends important to parish development became apparent here. First, the major concentration in the older housing projects (such as Hillside) offer little prospects for future development of the parish population unless there is major migration. Second, the new element (Eastchester) was bringing Catholic families to the parish in proportion to the "best" in the already established sectors. Laconia, moreover, with its wide, open space pattern is almost sheer potentiality for future development of the parish. Other facts seem to enforce this comparison.

#### Trends in Population Growth

Comparative fertility of marriages in the various sectors, for example, indicates future probable trends for the development of the Catholic population. (Figure 4.) Figures for the county include both Cath-

olics as well as non-Catholics, as do those for the parish area as a whole. The sample Catholic figures were derived from a door-to-door census of the parish and represent calls upon and answers received from approximately 80 per cent of the total Catholic population. Inferences from the contrast evident in these statistics are significant for future parish development.

The ratio of children aged five and under to the child-bearing population is marked in contrast. Catholic women are almost twice as fertile as the women in the county as a whole. The women in Eastchester are almost twice as fertile as those in the Hillside sector. At least in this instance, it seems to indicate that a low, middle income project is certainly a positive factor in relation to comparatively highly productive families. And it is here that present and future strains for parochial administration begin. Will the lower income groups carry their weight in financ-

Fig. 4. FERTILITY RATIO (Children Ages 0-5 Years Per 1000 Women Ages 20-44 Years) Bronx County and Parish Area, 1950; Catholic Sample by Sectors, 1953.

Area	Women 20-44	Children 0-5	Ratio
Bronx County	302,535	120,091	396.9
Parish	3,500	1,394	398.2
Catholic Sample	457	337	737.4
Hillside	137	88	642.3
Laconia	69	37	536.2
Eastchester	144	152	1,055.5
Givan	107	60	560.7

ing the necessary expansion to school and church facilities that their fertility will most certainly necessitate?

In Figure 5 the age-sex ratios are given for the various areas. Inferences here are legion: Which areas will present major problems relative to the aged? Which will contribute the larger proportion of teen-age pressures? Do the areas compare equally in their ability to present dating and marriage partners within the parish community? Should clergy and lay leaders treat parish problems independently and without regard for their source in existing conditions?

Canonically and juridically, the local bishop founds a parish, appoints the pastor and curates who, in turn, are responsible to the bishop and the people for their administration. Yet much of the priest's work, which he does himself or through others is definitely limited and conditioned, not only by the number and distribution of his parishioners, but also by the way they are distributed in particular age and sex groups, and the particular problems these distributions themselves generate.

Hillside shows the greatest number of traits characteristic of a slightly upper-class residential area whose people are relatively more mature from an aging viewpoint. They are approaching the point where, without being replaced, the population potential will decrease notably in the near future. The concentration of both males and females in the upper top of the age-sex pyramid is an indication of this.

In contrast, the enormous concentrations of the very young in the Eastchester section, together with concentrations in the child-producing years, with very few persons in the intervening "advanced youth groups," reflects the fact that these are young married couples whose marriages have been quite fruitful. On biological grounds, it can be expected that an advance in these proportions will be evident for some time to come. Obviously, too, there is going to be an increase in adolescent problems now hardly felt in this sector.

These natural age-sex backgrounds have notable influences on the way a parish must plan its school and youth guidance programs at present and in the near future.

#### Attendance at Sunday Mass

There are differences in the religious behavior patterns in the areas. Mass delinquency varies not only according to the old, familiar pattern, i.e., that men miss Mass more often than women, but both men's and women's delinquency seem to vary according to the sector of the parish. Furthermore, the "gaps" between the

amounts of delinquency between men and women vary. These are related to occupational and educational factors not presented here. What can be seen and understood are the age differentials in Mass delinquency (Fig. 6). All this points to the fact that delinquency varies not only between men and women, but between men and women within certain social contexts. It varies not only in various age groups, but in these age groups in certain social contexts.

Parish studies, such as done by Father Joseph Fichter, S.J., and Father George Kelly, point out that Mass missing is at a minimum among children; that it increases rapidly in late adolescence, through early adulthood, and falls off in later years. Family, school, and probably even play and friendship groups influence this pattern.

A similar trend is present in various studies of the origin of criminal and juvenile delinquency in the cases where a civil law is punishable by statute. The trend is attributed to youths "bucking" for the recognition and social status, not automatically granted to him by the persons with whom he lives. This bucking betrays a certain recklessness, a readiness to violate the norms and laws established by elders. Hence the stereotype of the lawless youth emerges.

In the case of Mass delinquency it must be remembered that the young Catholic is competing in what appears to him a very areligious and amoral world. "What's all this business of living and making a living got to do with Church on Sunday?" becomes a common attitude. The competition and energy expended to attain merely human and social goals will divert attention from religious norms and counsels. Hence those in these age groups become more readily the lapsed Catholics. Once social position is achieved — family, friends, and work with American standards of security — the person "rests" in achievement and returns to the expression of his earlier religious norms.

In the Eastchester area, though the adult male and female Mass delinquency is approaching the parish average, the 7-19 age group is excessively delinquent. The same is true of the Laconia area. There is a hypothetical answer to this.

It must be recalled that the Eastchester population is the latest to invade the parish area. Psychologically this makes them newcomers. Socially this means that they have not as yet seated themselves in positions marking them as members of the religious community. Consequently they will not evidence sure and secure loyalties to the community or the institutions involving

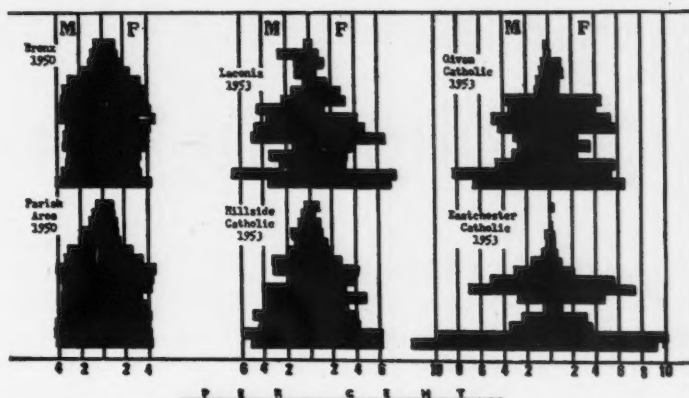


Figure 5. Age-Sex Pyramid

An age-sex pyramid is a graphic device for visualizing percentage of males and females existing in a population. Males are classified to the left, females to the right of the axis 0. This axis is the vertical base of a series of bars placed one on top of the other. The length of each bar is calculated as a percentage of the total population in any age group. Age groups are listed bottom to top of the pyramid ranging from

youngest group at the bottom (0-5 years) to the oldest age group (75+) on the top using five year intervals between. Thus above, the Eastchester Catholic population contained almost 12 per cent males in the 0-5 group (lowest bar left side of axis 0) while the Laconia sector had nearly four per cent; the Hillside, 5 per cent, the Givan section slightly more than 6 per cent, in the same category.

religious values. This can be expected to reflect in their children and be manifested as religiously delinquent behavior or excessive missing of Mass on Sunday.

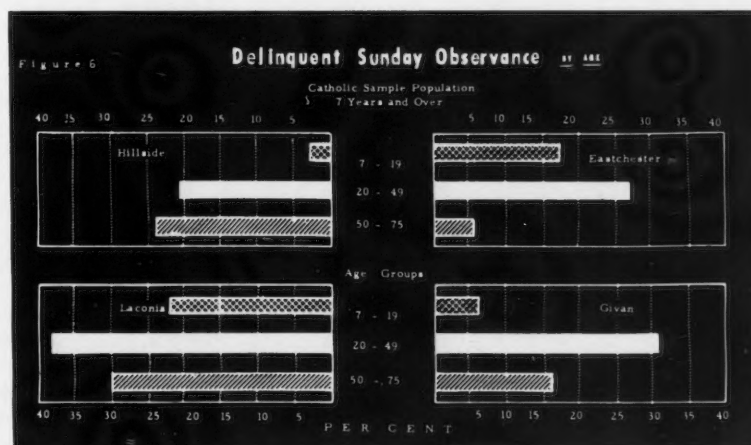
A more pointed conflict of loyalties points up this same phenomena in the Laconia area. The children (most of them second generation Italians) have split loyalties to the older national churches nearby, as well as to the newer Sts. Philip and James that has appeared in their midst.

The "game" that can be played by the children in this situation is an intriguing one and has many variations. If one asks, "Did you go to Mass last Sunday?" the answer comes back, "Yes, at St. X church." When asked at St. X church, the answer is: "Sure, at Sts. Philip and James"! The fact that two loyalties are competing means that neither wins. In other words, the child sees the parish situation as ambivalent with the result that his religious practice is indeterminate and delinquent.

In the Givan and Hillside sectors more "upper class" loyalty to one parochial school has been financially more possible and socially more acceptable, and in point of time more consistent. The result is more firmly established habits of Mass attendance.

These observations are not final, nor are they meant to be in any way didactic. More than anything else they are intended to point out how religious activities and religious values are tied in and entrenched in social contexts and vary within them.

In turn, these variations raise the vital question: How far can our parishes be treated as simple communities rather than complex compounds of interrelated groups? Area analysis seems to point to the latter. Perhaps this will someday mean that priest and social scientist will have to join hands to make religious meaning more specific in meeting the complexities of the modern metropolitan parish.





# A High School Honors Course

By **REV. EDWARD A. ZENNER, M.Ed.**

*Prefect of Studies, Central Catholic High School, Portland, Ore.*

● **TWO YEARS** before Sputnik launched an educational panic across the country, the Rev. Willis L. Whalen, principal of Central Catholic High School in Portland, Ore., and his staff began planning a new Honors Course that was inaugurated last fall.

This reason behind the Honors Course was not that the school had not maintained top scholastic ranking since its founding in 1939 by the Most Rev. Edward D. Howard, Archbishop of Portland. The facts are all to the contrary. Although Central Catholic is a general high school for 1000 boys, some 75 per cent of its graduates regularly enroll in college. In 1957 it ranked seventh nationally in mathematics. Its pupils have always reaped a good share of any competitive scholarships.

"It is my firm conviction," Father Whalen told his staff, "that without weakening our college preparatory program we can devise a new course that will give our

top students the very best." Then the faculty curriculum board, under the chairmanship of the principal, began its long task to co-ordinate the best thinking of modern American educators with the sound tradition of the Catholic Church.

The new Honors Course calls for four years of instruction in each of six main branches of study: English, social studies, science, foreign language, mathematics, and religion. The faculty believes strongly that high school preparation should be basic and general, and that no field, such as science or foreign language, should be spotlighted to the detriment of the others.

Classes in physical education are scheduled twice weekly during the first two years. Weekly training in public speaking is provided, in addition to opportunities for oral expression in English, history, and other subjects. This speech training is integrated with the religion department

with a one hour a week class devoted to oral religion.

The scope and sequence charts for the different subjects were prepared by the respective departments. Each subject was both enriched and accelerated. For example, in mathematics, freshmen study algebra and numerical trigonometry; sophomores study both plane and solid geometry; juniors enroll in intermediate and advanced algebra and trigonometry. Having thus completed the normal four-years of high school math in three years, senior students go on to analytic geometry, calculus and college algebra based on college freshmen texts.

The science curriculum is designed to give the honors student the best possible background in this field so important in modern times. General science in the freshman year seemed necessary to give the students a broad introduction to the entire field before they begin specializing in the various branches. Each honors student also takes three laboratory sciences: chemistry as a sophomore, physics as a junior, and biology from a college level text as a senior.

In foreign language, the honors students study Latin during the first two years. Once again, the course of study is enriched to include more vocabulary, Latin composition work, and a deeper insight into Roman culture than is usually possible in the college preparation class. In the third and fourth years of foreign lan-

## FOUR-YEAR HONORS COURSE

Subject	Freshman	Sophomore	Junior	Senior
RELIGION	Religion I*	Religion II*	Religion III*	Religion IV*
ENGLISH	English I	English II	English III	English IV
MATHEMATICS	Algebra; Numerical Trigonometry	Plane and Solid Geometry	Advanced Algebra; Trigonometry	Analytic Geometry; Calculus College Algebra
SCIENCE	General Science	Chemistry	Physics	Biology
FOREIGN LANGUAGE	Latin I	Latin II	Latin III or German I	Latin IV or German II
SOCIAL STUDIES	Ancient and Medieval History	Modern History	American History	Sociology Economics
	Physical Ed.†	Physical Ed.†	*Includes oral religion once a week †Twice a week	

Here is the curriculum planned for gifted students at Central Catholic high school, Portland, Oregon.



### Do the boys like it?

Their enthusiasm is evident on their alert, happy faces! Above, each classroom has its own library of reference books handy for use. Top right, freshmen work out a general science experiment for the instructor, far right. Below, the oral religion class practices a demonstration of the Sacrament of Baptism to be presented before an archdiocesan study club meeting.



language studies, the students find the only electives in their entire program. Liberal Arts students will continue with Latin, while prospective science or engineering majors will begin German.

### Selecting Honor Students

Candidates for the honors program were selected from those having top scores on the Scholastic High School Placement test. These scores were then compared with performance on the Stanford Achievement test and California Test of Mental Maturity, both administered as part of the regular testing program in the Portland Archdiocesan school system.

The grammar school teacher of each prospective honor student was then contacted, and the honors program was explained to her. Then she was asked about the student's initiative, his ability to do independent work, and whether, in brief, she would recommend the boy for the new course.

After this preliminary screening of teachers, letters were sent to the boys' parents. Parents were informed that their son would have the opportunity of taking advantage of this new program if they so desired.

A full explanation of the school's plans was included. Incidentally, the program had been featured previously in both the Catholic and secular press.

The response of parents was most gratifying. Of the 26 families contacted, 23 accepted without qualification. Many parents called Father Whalen personally or sent special notes thanking the school for the special consideration and pledging to do their best to prove worthy. Although four or five parents asked for interviews to discuss the matter more fully, there were no refusals to participate in the program.

Father Whalen foresees that possibly five or six of the 26 boys may drop out because they may not be able to keep up with the honors course in all their subjects. He expects about 20 will be graduated. In anticipation of drop-outs, the principal has arranged the freshman class schedule so that the top group in the college prep class has a program parallel to the honors course. In this way, any boy could be transferred back to the college prep course for a weak subject; or if an outstanding boy was overlooked in the preliminary screening, he could easily be transferred to the honors course.

### Extracurriculars Limited

Because of the heavy load of scholastic subjects, the honors students will be asked to limit participation in athletics or extracurricular activities to one sport or activity. Students will be counseled to choose one activity, such as journalism, drama or debate, and do it well, rather than to attempt to pursue a myriad of interests to the detriment of their studies. In the same manner, athletes in the program will be advised to concentrate on one sport.

Some problems remain in the administration of the program. With the students carrying six solid and enriched subjects, there is always the danger that all six teachers might choose the same night to give assignments requiring an hour's study apiece. A special bulletin board has been provided in one of the offices for teachers to list their assignments and tests a week in advance.

"We know we do not have all the answers," says Father Whalen, "but in our honors course, we feel we have made a great advance toward our objective: to provide the best possible Catholic education for every boy enrolled at Central Catholic High School."

# SUGGESTED CHART OF ACCOUNTS FOR A CATHOLIC HIGH SCHOOL\*

## Receipt Accounts Based on Chapters 1 and 2

REVENUE RECEIPTS		
10-40 Series		
10 REVENUE FROM LOCAL SOURCES	14-d Rent from School Facilities	1. Priests
12 TUITION FROM PATRONS	14-f Gifts and Bequests	2. Sisters
12-a Regular Day Schools, from Parents	14-g Misc. Revenue from Local Sources	20-c Other
12-b Other Sources	1. Library Fees and Fines	
13 TRANSPORTATION FEES FROM PATRONS	2. Locker Fees	
14 OTHER REVENUE FROM LOCAL SOURCES	3. Graduation Fee	
14-c Net Receipts from Clearing Accounts	4. Guidance Fee	
	5. Supply Fee	
	6. Other	
	20 REVENUE FROM INTERMEDIATE SOURCES	
	20-a Parishes	
	20-b Contributed Services	
		NONREVENUE RECEIPTS
		50-70 Series
		60 LOANS
		60-a Diocesan
		60-b Other
		70 SALE OF PROPERTY AND INSURANCE ADJUSTMENTS
		80-a Sale of Equipment
		70-b Net Insurance Recovery

## Expenditure Accounts Based on Chapters 3 and 4

ADMINISTRATION		
100 Series		
110 SALARIES	400 Series	
110-g Salaries for Principal's Office	HEALTH SERVICES	
110-l Salaries for Business Manager's Office	400 Series	
110-q Other Salaries for Administration	PUPIL TRANSPORTATION SERVICES	
120 CONTRACTED SERVICES	500 Series	
130 OTHER EXPENSES	510 SALARIES	
130-a School Board	520 CONTRACTED SERVICES AND PUBLIC CARRIERS	
130-b Principal's Office	530 REPLACEMENTS OF VEHICLES	
130-i Public Relations	530-a Payment on Cost	
130-l Office of Business Manager	530-b Taxes	
130-p Printing and Publishing	530-c Interest	
130-q Misc. Expenses for Administration	540 PUPIL TRANSPORTATION INSURANCE	
	560 OTHER EXPENSES FOR OPERATION AND MAINTENANCE	
	560-a Gas & Oil	
	560-b Tires, Tubes, Chains, Supplies, etc.	
	560-d Parts & Materials	
	560-e Storage	
	560-g Labor	
	OPERATION OF PLANT	
	600 Series	
	610 SALARIES	
	611 Schools	
	612 Convent	
	620 CONTRACTED SERVICES	
	621 School	
	622 Convent	
	630 HEAT FOR BUILDINGS	
	631 School	
	632 Convent	
	640 UTILITIES, EXCEPT HEAT FOR BUILDINGS	
	641 School	
	a Water	
	b Electricity	
	c Telephone	
	d Gas	
	e Other	
	642 Convent	
	a Water	
	b Electricity	
	c Telephone	
	d Gas	
	e Other	
	650 SUPPLIES, EXCEPT UTILITIES	
	651 School	
	652 Convent	
	660 OTHER EXPENSES	
	661 School	
	662 Convent	
		MAINTENANCE OF PLANT
		700 Series
		710 SALARIES
		720 CONTRACTED SERVICES
		721 School
		722 Convent
		730 REPLACEMENTS OF EQUIPMENT
		731-a Instructional Equipment
		731-b Noninstructional Equipment
		732 Convent Equipment
		740 OTHER EXPENSES
		741 School
		742 Convent
		FIXED CHARGES
		800 Series
		810 SCHOOL CONTRIBUTIONS TO EMPLOYEE RETIREMENT
		810-a State, County & Local
		810-b Social Security
		810-c Pension Payments
		820 INSURANCE AND ADJUSTMENTS
		821 School
		a Property
		b Employee
		c Liability
		822 Convent
		830 RENTAL ON LAND AND BUILDINGS
		840 INTEREST ON CURRENT LOANS
		841 School
		a Diocesan
		b Other
		842 Convent
		a Diocesan
		b Other
		CAPITAL OUTLAY
		1200 Series
		1210 SITES (LANDS)
		1220 BUILDINGS
		1221 School
		a Professional Services
		b New Buildings and Building Additions
		c Remodeling
		1222 Convent
		a Professional Services
		b New Buildings and Building Additions
		1230 EQUIPMENT
		1231 School
		1232 Convent
		DEBT SERVICE FROM CURRENT FUNDS
		1300 Series
		1310 PRINCIPAL OF DEBT
		1320 INTEREST ON DEBT

\*Based on Reason, Paul L., and White, A. L., compilers, *Financial Accounting for Local and State School Systems: Standard Receipt and Expenditure Accounts*. State and Educational Records and Reports Series: Handbook II, Bulletin No. 4, 1957, 235 pp. U. S. Office of Education, Order copies from U. S. Government Printing Office, Washington 25, D. C., 81.



# A Chart of Accounts

By **BROTHER LEO V. RYAN, C.S.V., Ph.D.**

*Assistant Dean, Robert A. Johnson College of Business Administration,  
Marquette University*

● IN A PREVIOUS ARTICLE, this writer recommended the development of a uniform financial accounting system for Catholic schools.<sup>1</sup> In that article, the suggestion was advanced that Catholic school administrators could make adaptations of the new volume by Reason and White<sup>2</sup> as a basis for developing similar uniform standards for parish, private or diocesan schools.

A brief and pertinent illustration of how this adaptation can be accomplished is worth much more than paragraphs in an article advocating adaptation. This contribution will demonstrate how one group of enterprising school administrators followed this suggestion with commendable results. During the summer of 1957, this writer conducted conferences on School Business Management at the Graduate School of

St. Mary's College, Xavier, Kans.

One session was devoted to a discussion of the need for a uniform accounting system, a review of the Reason and White manual, and a practice problem. The assignment was brief: Develop a chart of accounts for a Catholic high school based on the proposed Receipt and Expenditure Accounts recommended in the new *Financial Systems for Local and State School Systems*.

Pursuing the assignment, the administration at St. Pius X High School, Kansas City, Mo., with the advice of a certified public accountant, constructed a chart of accounts conforming in structure to that advocated in the uniform system with adaptation to the special needs of that school. The results of this project were first presented to administrators of other schools conducted by the Sisters of Charity of Leavenworth. They noted that the chart of accounts was "not presented as a model, nor recommended for exact imitation."

The chart does illustrate, however, the

possibilities of drawing on studies previously published. The results also represent an attempt to accumulate financial data that may be compared with public school income and expenditure information.

Here is the chart of accounts developed for St. Pius X High School. A copy of the Reason and White manual is essential in studying the tables which will provide a clue to making this and similar adaptations for your school or school system.

Based on the study of the standard receipt and expenditure accounts introduced in this uniform accounting manual, the Diocese of Youngstown has prepared a chart of accounts and a financial report form which parallels the new system proposed for public schools. The adoption of this procedure by the central schools of the Diocese resolves in an important step forward in the matter of uniform financial accounting at the diocesan level. The financial data collected provides information comparable to that of the public school system. Individuals interested in making further study of this system with a view to diocesan adoption or community adoption, may contact the Rev. James W. Malone, Superintendent of Schools, Diocese of Youngstown, 144 West Wood, Youngstown, Ohio. From efforts such as these will come the eventual development for uniform financial accounting system for Catholic education.

## Clearing Accounts Based on Chapters 5 and 6

### ASSET ACCOUNTS

#### 1500 Series

- 1510 PETTY CASH FUND
  - 1510-a Principal's Office
  - 1510-b Office of Business Manager
- 1520 EXCHANGE
  - 1520-a Money Received
  - 1520-b Money Paid Out

### LIABILITY ACCOUNTS

#### 1600 Series

- 1610 CURRENT AND SHORT-TERM LOANS
- 1620 DEDUCTIONS FROM PAYROLL

### FOOD SERVICES OPERATION ACCOUNTS

#### 1700 Series

- 1710 MONEY RECEIVED
  - 1711 MONEY RECEIVED FROM FEDERAL LUNCH PROGRAM
  - 1712 FROM OTHER SOURCES
    - 1712-a From Sale of Food
    - 1712-b From Misl. Sources
- 1720 MONEY PAID OUT
  - 1720-a Salaries for Food Services
  - 1720-b Food
  - 1720-c Additional Equipment for Food Services
  - 1720-d Replacements of Equipment for Food Services
  - 1720-e Other Expenses for Food Services

### OTHER OPERATION ACCOUNTS

#### 1800 Series

- 1810 STUDENT-BODY ACTIVITIES
  - 1811 ATHLETICS
    - 1811-a Money Received
    - 1811-b Money Paid Out
  - 1812 SCHOOL ENTERTAINMENTS
    - 1812-a Money Received
    - 1812-b Money Paid Out
  - 1813 SCHOOL PUBLICATIONS
    - 1813-a Money Received
    - 1813-b Money Paid Out
  - 1814 SCHOOL CLUBS AND OTHER CO-CURRIC. ACTIVITIES
    - 1814-a Money Received
      - 1. Religious
      - 2. Pep Club
      - 3. (Assign No. to each club, 4. etc.)
    - 1814-b Money Paid Out
      - 1. Religious
      - 2. Pep Club
      - 3. (Assign No. to each club, 4. etc.)
- 1820 MATERIALS FOR RESALE
  - 1820-a Money Received
  - 1820-b Money Paid Out
- 1830 TEXTBOOKS (Book Store)
  - 1830-a Money Received
  - 1830-b Money Paid Out
- 1850 DEPARTMENTS OF INSTRUCTION (Supplies)
  - 1850-a Money Received

- 1. Religion
- 2. Social Sciences
  - 21 History
  - 22 Other
- 3. Science and Mathematics
  - 31 Biology
  - 32 Chemistry
  - 33 Mathematics
  - 34 Physics
- 4. Language and Literature
  - 41 Latin
  - 42 English
  - 43 Modern Languages
- 5. Fine Arts
  - 51 Art
  - 52 Band
  - 53 Chorus
  - 54 Dramatics
- 6. Practical Arts
  - 61 Drafting
  - 62 Home Economics
  - 63 Secretarial Practice
  - 64 Typing
- 7. Physical Education and Health
  - 71 Gym Fee
- 1850-b Money Paid Out  
(Same order as above)

### MISCELLANEOUS ACCOUNTS

#### 1900 Series

- 1930 INSURANCE ADJUSTMENTS
  - 1930-a Money Received
  - 1930-b Money Paid Out



Easy maintenance materials compose the austere common room, above. Most elaborate room in the convents is the chapel (left) decorated by Rambusch, New York City.

At St. Maria Goretti High School  
in Philadelphia, there are

## Twin Convents



... identical in construction to house two teaching orders

● FINDING HOUSING for Sisers of different religious orders who teach at the same diocesan high school can present a problem. At St. Maria Goretti girls' high school in Philadelphia, the solution was to erect two identical convents, a few feet apart on a corner of the school property.

The two Mary Immaculate convents provide separate housing for the Sisters of Immaculate Heart of Mary and the Sisters of St. Joseph who teach at the school. Erected in 1957, the buildings occupy a site 396 by 205 ft., at 10th and Moore Streets. According to the architect, Stickle and Associates of Cleveland, Ohio, and Philadelphia, the two convents are identical in design and construction.

The buildings have three full stories and

a partial basement. Exteriors are of face brick trimmed with buff limestone. Foundations are of reinforced concrete with masonry bearing walls and steel joists. Roof construction is of 20-year builtup tar and gravel composition.

Each building provides full accommodations for 30 nuns. The partially excavated basement has a large trunk storage room and a laundry equipped with automatic washers and dryers. The ground floor contains the rooms used by the entire community: chapel, office, waiting room, refectory, kitchen, parlor, music room and recreation room. The top two floors contain cells and baths, linen and cedar closets, with a special room and office for the mother superior on the second floor. An automatic elevator,

provided in addition to the two stairways, is perhaps the only note of comfort in this austere building.

The interior finishes, simple and easy to maintain, include: tinted plaster walls, acoustical plaster ceilings, asphalt and vinyl tile floors. Glazed tile walls and unglazed tile floors are used in baths and lavatory rooms. A convector heating system of hot water-forced air is used. The lighting is incandescent.

The buildings were erected at a contract cost of approximately \$17.00 per sq. ft. Total cost of both buildings, without equipment, was estimated at \$429,462.97. Floor area is 13,412 sq. ft. and 12,459 sq. ft. respectively.

## FLOORPLANS FOR A CONVENT

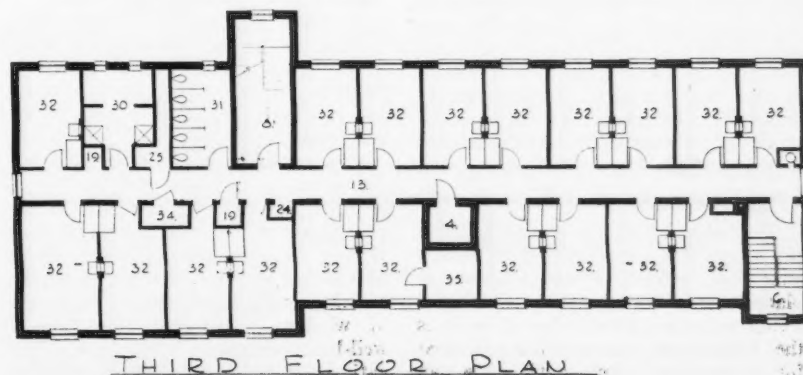
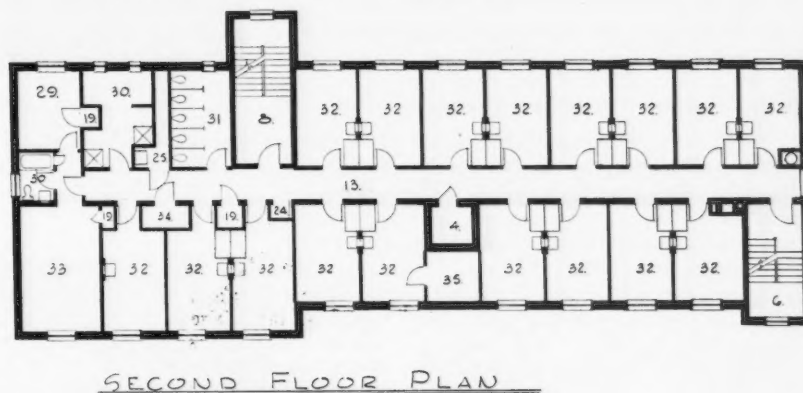
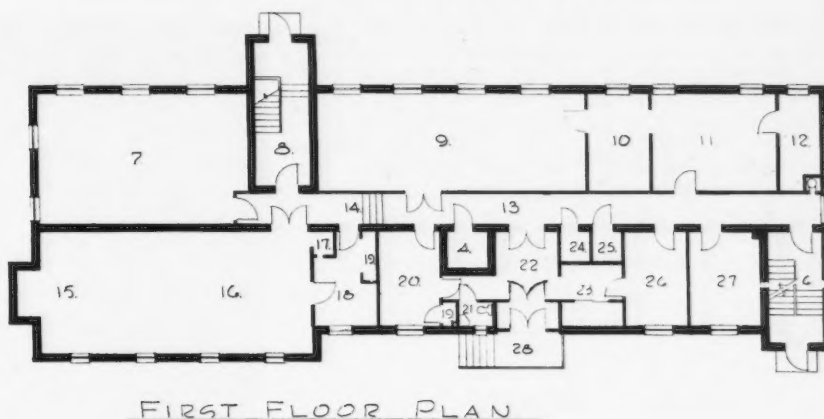
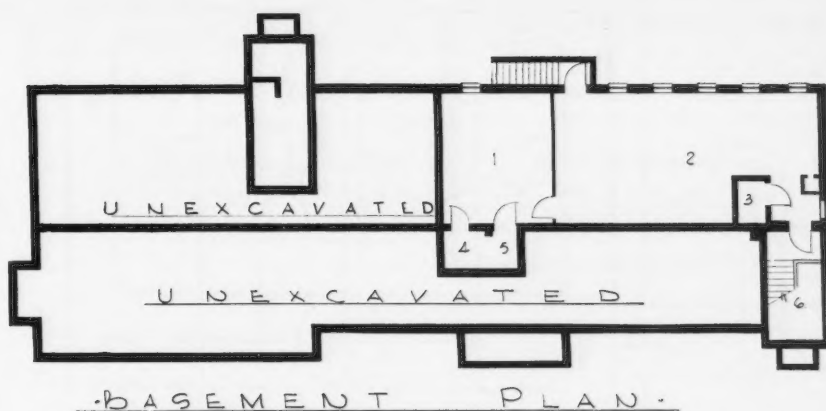
This three-story building provides housing for 30 to 35 Sisters at a cost of approximately \$215,000.

### Key to Drawing

1. Trunk storage
2. Laundry and drying room
3. Incinerator
4. Elevator
5. Machine room
6. Stairway
7. Common room
8. Stairway
9. Refectory
10. Pantry
11. Kitchen
12. Food storage
13. Corridor
14. Steps
15. Sanctuary
16. Chapel
17. Confessional
18. Sacristy
19. Closet
20. Office
21. Lavatory
22. Waiting room
23. Cloak room
24. Telephone room
25. Utility room
26. Parlor
27. Music room
28. Entrance
29. Mother's bedroom
30. Bath
31. Toilets
32. Cells
33. Mother's office
34. Linens
35. Cedar closet

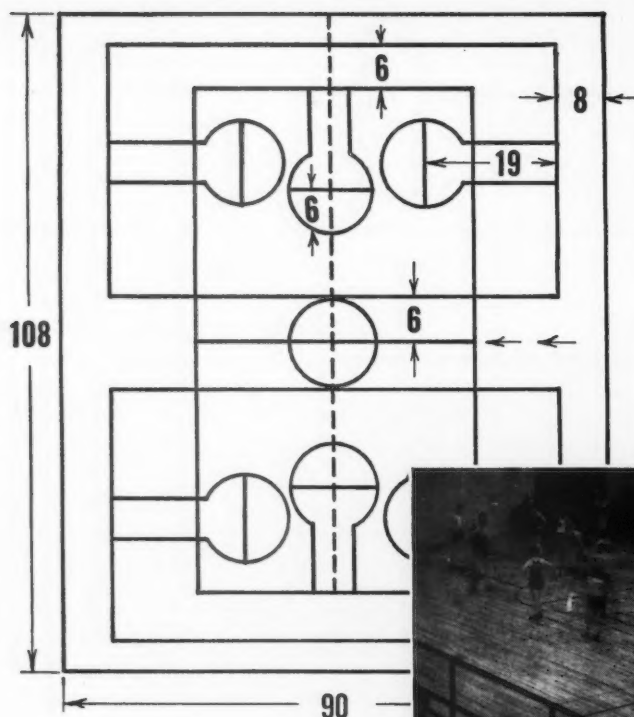
### Architect —

STICKLE AND ASSOCIATES  
of Cleveland, Ohio,  
Philadelphia, Pa., and  
St. Augustine, Fla.





# Planning the School Gymnasium



By JAMES L. TAYLOR

*Specialist on Planning School Buildings,  
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Office of Education*



## Basic Data for the Planner

● THE SCHOOL GYMNASIUM is the workshop for physical education. Planners and designers should, therefore, keep in mind that it is largely a facility for school use. However, in many communities it is often used for ballroom and square dancing, roller skating, and other types of social and recreational activities requiring large floor spaces. It is also used for large public meetings, sometimes for school graduations, and other school meetings of special interest to the public.

### 1. Requirements

To determine indoor requirements of the school and community for physical education, athletics, and recreation, planners must analyze the school and community programs today as well as the foreseeable future. There is need for co-operative effort involving school

board members and administrators and teachers, lay citizens, city or county officials, contractors, and architects in the preparation of educational specifications for the gymnasium. Planners of high school gymnasiums should not only know and study programs of activities to be carried on but should survey the community to find out what facilities, if any, are already available for physical education, athletics, and recreation.

The major purpose of physical education is to promote the health and physical development of pupils as they participate in well-selected physical activities. In addition to physical skills, it also assists each boy and girl to develop socially useful practices and enjoyment of wholesome physical recreation. A well-balanced program in physical education for secondary schools includes:

(1) instruction, (2) recreation, (3) intramural sports, and (4) interscholastic athletics and other forms of skilled participation, e.g., dance groups, gymnastics, demonstration teams.

The secondary school program in physical education in gymnasiums includes a variety of activities, engaging pupils in both large- and small-group team games, such as basketball, volleyball, handball, badminton, shuffleboard, and bowling. Other types of activities carried on in the gymnasium include stunts, tumbling, gymnastics, rhythms and dances, conditioning exercises, wrestling, and adapted physical education.

Intramurals include participation in sports and games between units within the school. Such voluntary activities may be carried on during or after regular school hours, offering the opportunity to use the skills, attitudes, and

understandings developed through the instructional phase of physical education. Many intramural contests in basketball and other activities mentioned above are carried on in high school gymnasiums.

Interscholastic athletics, or contests between schools in sports such as basketball and volleyball, are also carried on in the gymnasium. In some schools interscholastic athletics is largely for boys. However, in many areas girls in a limited way also participate in such activities. The athletic program in many communities attracts large crowds of people, especially at basketball games, requiring seating facilities for the spectators.

## 2. Location

The high school gymnasium, since it is used daily by pupils, should be located conveniently for them. And since it is used in most communities by the public, it should also be convenient for use by young people and adults after school hours. It should be an integral part of the main building located on the ground floor, away from quieter areas so as not to cause interference. In some high school plants a separate wing or building is provided for the gymnasium. Where it is a separate building, it is usually connected with the main classroom building by a covered walkway or an enclosed corridor.

## 3. Instructional Uses

Since the gymnasium is principally for physical education, it should be planned largely as an instructional facility. A functionally planned gymnasium may accommodate more than one class at the same period. In fact, some gym-

nasiums have several teaching stations,<sup>1</sup> with each station located so as to permit coeducational activities and so that it is convenient to appropriate service units. The main floor may be divided into two or more teaching-stations, accommodating several groups at the same period. Other teaching-stations may be in attached auxiliary gymnasiums with lower ceiling, in swimming pools, playrooms, and rhythm rooms.

In order to determine the number of teaching-stations required, it is necessary to establish the number of pupils for whom the building is to be planned. It is important, therefore, to consider present and anticipated future enrollments, because it is very difficult to expand physical education facilities after they are constructed. The number of teaching-stations is also dependent on the policies of the school. For example, some schools require all pupils to participate every day in physical education. This may include pupils with physical handicaps or other conditions which require an adapted program.

The size of classes and the number of periods in physical education vary in different schools. To determine the number of teaching-stations required, physical education specialists<sup>2</sup> propose the following formula:

$$\begin{array}{ccc} \text{No. of pupils} & & \text{No. of periods} \\ \text{enrolled in} & \times & \text{per week in} \\ \text{subject} & & \text{subject} \\ \hline \text{Desired} & & \text{No. of periods per} \\ \text{average} & \times & \text{week each teaching-} \\ \text{class size} & & \text{station can be used} \end{array}$$

<sup>1</sup>The term "teaching-station" as applied to the gymnasium means any room or space where one person can teach one class or group of pupils.

<sup>2</sup>The Athletic Institute, *Planning Facilities for Health, Physical Education and Recreation*, The Institute, 209 S. State St., Chicago, Ill., 1956.

The class sizes in physical education also vary, but the recommended average size is similar to that of other classes in the school. In some high schools an average enrollment of about 35 pupils per teacher per period is the goal (or desired standard).

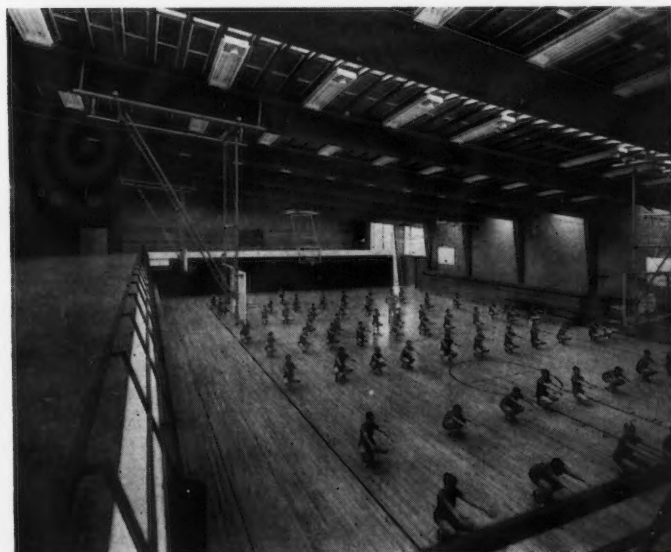
Policies with respect to the requirements in number of years pupils must participate or the number of periods per week vary. Many educators believe that physical education should be required daily for all pupils throughout the secondary grades.

The gymnasium should include a large open-space floor, some spectator seating, classrooms, and auxiliary spaces and facilities. High school gymnasiums usually need a basis (or minimum) area equal to 76 by 96 feet for interschool athletic games. This space will accommodate folding bleachers for spectators, and the playing area can be divided, by folding doors or nets, into two 48 by 76 feet physical education teaching-stations. The size, of course, should be determined by the program in each community. Where large crowds are expected and it is the only facility in the community for interschool athletics, bleacher space may need to be much larger. However, if match games are played in a community gymnasium accommodating large crowds, seating space in the high school gym could be very small. It seems advisable, however, to play school games in the school plant, if possible. Extra teaching-stations needed in the gymnasium should be determined by the program after consultation with the high school principal and teachers.

## 4. Ceiling Height

The ceiling heights will vary with the program to be accommodated, the size of the room, and the design of the building. The National Council on Schoolhouse Construction<sup>3</sup> recommends the following heights for main gymnasiums: junior high schools, 18 to 20 feet and senior high schools, 20 to 22 feet. Auxiliary gymnasium ceilings may be lower, 14 to 16 feet.

<sup>3</sup>National Council on Schoolhouse Construction. *Secondary School Plant Planning*. The Council, George Peabody College for Teachers, Nashville, Tenn., 1957.



St. Patrick's high school gym, Chicago, won planning honors for Belli and Belli, architects. Its outstanding features are: balcony that doubles for seating and smaller gymnastic areas; fluorescent and incandescent lighting fixtures; glass backstops on main court, foldup backstops throughout; telescopic seating; hardwood maple flooring on main floor and asphalt tile on balcony.

## 5. Partitions and Gym Seats

Partitions of gymnasium floors to create two teaching-stations may be screens or movable or folding partitions. They may be powered with a motor and might well be insulated against sound transmission. A pass door should be provided in the partition.

Modern folding gym seats make possible efficient utilization of floor space for instruction and recreation areas. The use of folding seating eliminates any necessity for sacrificing the requirements of the pupils, the content of the program, or participation by community groups. The cost of providing seating seldom used to capacity should be given careful consideration before being included in the gymnasium specifications.

## 6. Office Space and Foyers

Office space should be provided for physical education teachers. Such space should include a lavatory and toilet and shower facilities wherever possible. A space should be provided in the gymnasium for serving light refreshments. It should be easily accessible by the spectators and to the recreation units. Serving space should be large enough to accommodate the peak-sized crowds attending athletic games and other public events. It may also be used in serving refreshments at social functions in the building.

Foyers are important in gymnasiums to serve as entrance space and to guide spectators to seats. They should include adequate toilets for men and women, ticket-sales windows, cloakrooms, public telephones, and lockable display cases. Where funds will permit, the foyer might well be made attractive through the use of special building materials, colors, and lighting.

## 7. Lighting

There should be adequate natural lighting, well distributed and controlled. Windows should be as much as 12 feet above the floor and arranged so that pupils shooting goals in the daytime will not be facing the glare of windows. The amount of light in a gymnasium should not be restricted, if it does not interfere with the activities. Some provision should be made for shading windows on the sunny side. Attention should be given to high-brightness areas. Windows located where they may be broken by balls should have a heavy wire guard installed to protect the glass.

Sufficient nonglare type artificial lighting should be provided and designed to eliminate shadows. A minimum of 20 foot-candles should be maintained. Provision should be made for dimming lights when the gymnasium is used for social and certain recreational functions. Protective de-

vices on lights should be used where necessary.

The selection of colors for the gymnasium is very important. Colors vary under daylight and with different types of artificial light. Efforts should be made in the selection of colors to provide cheerfulness and harmony.

## 8. Acoustics

Full attention should be given to proper acoustical control for teaching and for activities which require sound systems, e.g., square dancing and physical education. Noise transmission should be kept to a minimum because activities often become boisterous, and in certain contests almost deafening. This is necessary to protect pupils and teachers in classrooms and spectators at contests in the gymnasium. The gymnasium needs an environment with a somewhat critical reverberation control, so that there will be good speaking conditions.

## 9. Heating and Ventilating

The selection of the type of heating and ventilating system for the gymnasium should be made with special consideration for economy of operation and for capacity to provide desirable thermal and atmospheric conditions. Controls should also make it possible to heat or cool the gymnasium without heating the whole plant. Cooling the gymnasium is as important as heating, and much consideration needs to be given to use of the gym during summer. The trend toward year-round use of school facilities increases the importance of this problem. The design should make provision for future expansion. Special consideration should be given to variable controls to supply the proper amount of fresh air and total circulation for minimum and maximum occupancies.

## 10. Plumbing

All plumbing should meet the requirements of local codes. Well-arranged sanitary facilities are essential for comfort and convenience and for promoting desirable health habits. Advice from local sanitarians should be secured on the water supply. Appropriately located toilets should be provided: (1) near points of entrance, (2) convenient to play grounds, (3) in each locker and dressing room, and (4) in offices.

The toilet room facilities will vary, depending on the scope of the local program, the type of facility, the seating capacity, and the general location within the plant. Sufficient toilet facilities should be provided for spectators so as not to make it necessary for them to use pupils' dressing rooms.

Drinking fountains should be provided: (1) in the lobby, (2) at each end of the gymnasium playrooms, and

(3) in each locker and dressing room. The fountain should be the type to prevent the mouth from touching the nozzle and to prevent water from falling on the floor.

Lavatories with hot water should be provided in each toilet room and locker and dressing rooms. Water closets made of vitreous china should be the elongated-bowl type with impervious open-type seats. Urinals with hand-flushing devices should be located in men's toilet rooms. The floor type, flush with the floor, should be pitched to drain toward the urinals. The lip, wall-hung type should not exceed 15 inches from the floor in junior high schools and 18 inches for senior high school age pupils.

Shower rooms should be separated from dressing rooms by a drip passage, toweling area, and/or a body-drying room. Shower rooms with shower heads on both walls should be at least 9 feet, 6 inches wide and with heads on one wall, 6 feet, 6 inches. Shower heads for girls should be 4 feet, 6 inches, and for boys, 5 feet, 6 inches. Hot water to shower heads should not exceed 120° F. Faucets for lavatories should deliver both hot and cold water through one spout. Floors should be of nonslip ceramic tile or quarry tile, sloped toward the drain. Wainscot should extend 7 feet exactly and be of quarry tile, ceramic, or structural, glazed tile.

## 11. Storage

Dressing rooms should provide storage for gymnasium clothing for all pupils and dressing lockers for peak period load of physical education classes. These may be modified as to size, type, and program. They should be well ventilated and accessible to the shower rooms. Since dressing rooms are used in many school gymnasiums during summer vacations and on weekends by adult groups, provision should be made for storage of their clothing and equipment.

Well-planned quarters for the custodial staff encourage systematic management, and routine, efficient, and economical use of supplies and tools, and, most important, a high standard of workmanship. Custodians' closets, near or in the gymnasium, should be large enough to accommodate such equipment as stepladders of maximum size. At least one fire-resistive closet should be provided for each 7500 to 10,000 sq. ft. of floor area. A custodial sink should be in the closet or nearby, with hot and cold water.

Central vacuum systems have been found useful in large gymnasiums. Portable vacuum cleaners may also be used. To be able to clean toilets and dressing rooms, there should be base connections, with hot and cold water.



# If you build a Gym --- *USE IT!*

By **PETER F. MURPHY, JR.**

*Executive Secretary, Catholic Youth Organization, Archdiocese of Milwaukee*

● **ALTHOUGH** we may speak of the Catholic school gym, actually we are usually talking about a multi-purpose parish hall. The "gym" is the scene of parish dances and socials. It serves as breakfast and meeting room for Holy Name and Christian Mothers functions. Here are held the parish stage productions, motion picture shows, and illustrated lectures. In June it is used for graduation exercises. First Mass receptions and other parish events will be staged here. Perhaps, on occasion, a second 12:10 Mass is celebrated here to lessen the overload of the church.

It is even possible that the "gym" might really serve as an actual gymnasium! But all too many parishes erect a gymnasium and then make it available only for non-athletic events. It becomes a room of darkness with a highly polished floor. It is nearly always closed at night, and especially on week ends, when the young people of the parish are free to recreate. It is a sad commentary that in many of our parishes the gym is erected at great expense and then kept unused as a kind of

showplace that functions for the people of the parish only on isolated occasions.

The same clouded theory of building usage prevailed in our public school system. Schools were to be open from 8:30 a.m. and to close at 3:30 p.m. Then the building would be cleaned, the lights turned out, and the door locked for the night or the week end. Finally, administrators realized that the building investment was too great if it would only be used for some 1300 out of the more than 8700 hours of the year — less than 15 per cent of the time. Soon the "social center" idea was advanced which put the recreational areas of the building to use after school hours, in the evenings, and particularly on week ends.

In far too many instances, our Catholic parishes have been slow to follow this social center trend. There are reasons, of course, for the relatively slow acceptance of this sound idea in our schools. Financially, there is some increased cost in lighting and heating and janitor service. Furthermore, adult supervision is absolutely needed at all times when young people are

using the parish recreational facilities. The situation demands a strong and well-organized Catholic Youth Organization or similar group with a full complement of adult coaches, directors, leaders, and chaperones. It requires organization.

## **Adult Supervision Necessary**

Adult leaders are necessary for a two-fold purpose. First, to be sure that proper moral conduct is insisted upon at all times and that the activity in progress is contributing (even though slightly and indirectly) to the character development of the participants. Second, such adult supervisors serve as deterrents to conduct or actions that might lead to property damage or vandalism. It is important that all parishioners — and parents in particular — realize that the work of a priest leaves him little time for such activity assignments, and that this time might be interrupted frequently. So if the desirable plan of utilizing the parish hall and recreational facilities is to succeed, the laity must play a most important role.

(Concluded on next page)

## **The gym serves many purposes in the Catholic schools . . .**



Almost  $\frac{3}{4}$  of Catholic high school gyms are designed for auditorium use with a built-in stage. The grade school gym is used as the parish hall for meetings, dances, CYO, and fund-raising events. Left, is St. Edward's gym, Chicago, designed by Barry and Kay. Above, Archbishop Stepinac high school gym, New York, was designed by Eggers and Higgins with a hardwood floor suitable for roller skating.

### Importance of Recreation Program

As Catholics we rightfully defend the enormous financial burden we undertake to erect and maintain our schools because we consider them vital for the religious, moral, and educational development of our children. We accomplish this well through the marvelous work of our teaching sisters and the religious instruction by our priests. But this instruction is carried out in some six hours a day (sometimes less), only five days a week (sometimes less) and about nine and a half months out of every twelve. The recreational time available to our young people far exceeds the hours spent in the classroom. The good work done by the sisters and priests in a six-hour class day can be easily undone by a few minutes of "bad" recreation. We should be striving, within our means and facilities, to provide Catholic recreation for our youth. We should try to provide this recreation and lay leadership in a Catholic atmosphere and under Catholic direction.

### What About Breakage?

Some will close off recreational facilities, saying that youths are destructive and will break things. All of us who have passed through the difficult years of youth know that our parents, teachers, and the policemen were constantly finding fault with us for breaking things. It was and is a part of growing up. Delinquency should be held to a minimum, of course, and if proper supervision is provided, any ring-leaders can easily be excluded from the parish premises.

Breakage and vandalism always make the headlines. The janitor complains and the parish is turned into a state of turmoil against the youth. Too often, then the parish facilities are denied to the youth—to the future members of a parish. Actually, such action solves nothing. Usually it can be traced to a lack of organization or of adult supervision. Such action obviously is not a positive parish program to curb delinquency or to bring the young people closer to the church.

Excluding the parish youth from parish facilities merely changes the location of the facilities youth will use for participating in these normal activities that normal young people crave and need for their development. Such action will also change the leadership the young people will be under while recreating. Substitutes will be found for the parish leaders. Who will they be? Today many organizations are competing for a chance to enroll and influence our youth. To what pattern will Catholic youth be molded in other youth programs? Some of these programs are good, some

indifferent, some dangerous, and others definitely bad. Is the parish going to surrender the care of its member's children to other agencies?

Today, too, when we have just begun to realize the importance of the health of our children, we should be giving more attention in most parishes to at least a minimum physical education program for grade school children. Many a parish gloats or "beefs" over its school basketball team or the "darlings" on the fifth grade volleyball team, while it neglects to provide supervised gym time for the entire student body. Some students may go through school without ever having used the most expensive room in the school.

### Fit Equipment to Needs

Many a parish gymnasium has pieces of equipment that might well be considered "frills," while it lacks the essentials. Other gyms have equipment that should only be used under the careful guidance of an expert instructor. Often the provided equipment proves dangerous unless it is used under the most rigid and professional direction. Then, too, the equipment can be

so placed that the usefulness of the gym for other purposes is greatly curtailed. The many purposes for which the gym will be used should be given consideration before apparatus is bought and put in place.

The basketball backboard in front of the stage should be retractable or portable so it can be removed. Floor areas should be so diagrammed that several groups may make use of the floor at the same time and several different activities may go on simultaneously. Be sure that the gym does not become just a basketball palace. Make provisions for volleyball, handminton, and other sports. Floors may be tapped for receiving the standards used in these and other games. Supporting wires or ropes, which usually are not necessary, must be arranged to prevent hazards for players and others.

In buying equipment, it is not so much a matter of quantity. Rather, it is a matter of proper equipment adapted to the physical layout, the many purposes the hall will serve, the safety considerations, the mobility of equipment, and, above all, sufficient storage space for movable equipment when it is not in use.

## Consult a Seating Engineer Before the Gym is Built

By ROBERT SWEENEY

*Fred Medart Products, Inc.*

● ALL TOO OFTEN the gymnasium is in its final construction stages—or already built—before any consideration is given to spectator seating. Then the seating engineer must plan bleachers to fit around existing obstacles, which may interfere with the line of sight, the appearance or operation of the seating installation, or may entail costly last-minute construction changes.

In the interests of good seating and economical installations, a seating consultant should be called in by the architect when the gym is in its early planning stages. Here are some of the construction factors they should consider:

### Wall Conditions

Although telescopic seating can be furnished to fit around such wall conditions as pilasters, supports, or heating pipes by means of a permanent row, the wall should

be left free of these obstructions wherever possible to achieve the best appearing installation. Where a folding partition or dividing curtain is required, the opening for the folding partition should be at a maximum of about five feet. Exit doorways in the end walls of the gym should be planned so that there will be a clear, uncluttered exit when the telescopic seats are opened.

### Floor Construction

Construction of floors and subfloors should be strong enough to support both the dead and live load of bleachers. It is recommended that hardwood flooring be used. Asphalt flooring can be used, but the seating manufacturer should be consulted for specific instructions as to the live and dead load of bleachers.

If possible, the floor should be clear of

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- G-42 *Safe-Wal Wainscot*, wall padding.
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- G-44 *Sonnett Sports Equipment*, catalog of balls, gloves, protective padding, Ohio Kentucky Mfg. Co.
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- G-58 *Roller Skating in Gymnasiums*, case histories, J. W. Wells Lumber Co.
- G-59 *Upright Tallescope*, folder on scaffolds, Upright Scaffolds.

†See also complete listing of floor care booklets in September, 1958, issue of CATHOLIC SCHOOL JOURNAL.

ventilating grilles, which interfere with seat supports and usually cause the seats to be blocked from the wall to clear such grilles. If floor vents are required, the seating manufacturer should be consulted for the proper positioning of the grilles.

### Height of Bleachers

Where balcony seats are involved, particular importance should be given to the rise and depth of balcony seats to guarantee the best line of sight. In some cases, a

slight change in the balcony height can greatly improve the line of sight.

Heights of windows and window operators should be considered when determining the height of bleachers so that neither the windows nor their operators will be covered. The over-all height of the building must be considered in determining the number of rows of seating. There must be proper clearance between the last row of bleachers and the overhead steel or roof construction. Normally, there should

be a minimum of at least three feet from the sidelines to the first row of seats, although more space is desirable.

### Cross Court Backstops

It is recommended that swing-up backstops be used above telescopic bleachers. If the swing-ups are not desirable, the suspended and self-braced backstop should be used. In all cases, wall-mounted backstops are not recommended due to the interference of brace pipes.



# Caring for the Gym Floor

By **WALTER S. HILLYARD**

*Hillyard Company, St. Joseph, Mo.*

● ADVENT of scientific floor installation and of modern-day floor finishes permits the gym planner to consider a full range of community activities and still be certain that a good playing basketball floor can be maintained.

## Proper Installation

As proper installation is the first and one of the most important phases in providing a well-wearing, continually attractive floor, the gym planner should be aware of the steps involved.

Any fill necessary or air space to allow for the ventilation beneath the floor should be taken into consideration in your planning with the architect or contractor. The base, subfloor, and the floor itself must be laid according to the latest recommended methods following, without substitution the specifications of your architect and/or the specifications of the Maple Flooring Manufacturers' Association.

In laying the gymnasium floor experienced contractors will advise that a floor installation should not be rushed. The wood to be used for the floor, for instance, should be stored in the building preferably 30 days before laying, in order that the moisture content can be equalized and the wood become more adjusted to the existing climatic conditions.

The floor must be laid with care to allow for inevitable contraction and expansion. A gymnasium floor will expand three to five inches in over-all width. On an average-sized floor provision for this expansion and contraction must be made to prevent cupping and warping or actual heaving of the floor. The gym floor should never be tied to the wall or concrete base—it should remain in the "floating" position to accommodate contraction and expansion.

## Proper Finishing

Installation of the gym floor also involves the finishing operations of sanding, priming, sealing, etc. These steps must also be correctly accomplished to allow full use of the gym for the already mentioned range of school and community events. It is recommended that the floor after laying not be sanded for at least 30 days. This permits the floor to seat itself and adjust

properly so that after the final sanding any small cupping problem can be sanded out.

These steps are:

1. The first step in finishing after the new floor has been installed is to sand it. The smoothness of the finished floor depends mainly upon the care given this operation. Varying grades of sandpaper, from rough to finer ("0" or "00"), will be used in succession. The first, and sometimes the second cut as well, are usually at a 45-degree angle to the direction in which the floor is laid—so that a smooth surface free from ridges and valleys will be assured. All succeeding cuts are made parallel with the grain of the wood to remove any cut marks.

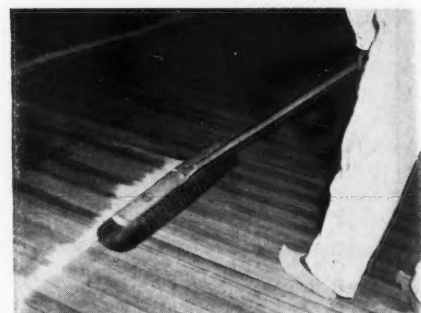
This final sanding is probably as important as any other factor to smooth the final floor. A poor sanding job cannot be covered up. Sand grooves or scratches which were barely noticeable will be magnified by the clear gym finish to appear as rough as a plowed field. After the final sanding, at least within 24 hours, the floor must have a coat of seal to protect it against moisture, dirt, dust. This is a must! No traffic is to be allowed after final sanding and before first seal coat. Lock off or rope off gym.

2. Sweeping after sanding is an important step to obtain a smooth floor finish with perfect bonding free from dust pimples. With a clean bristle brush sweep with the grain of the wood; vigilance must be exerted not to press too hard or the bristles will kick up dust and wood flour into the air. The floor must be gone over several times until all dust and wood flour are able to be picked up. Sometimes a vacuum cleaner with clean wheels and electric cord will aid this cleaning process.

3. The new floor must then be carefully inspected. It must be completely smooth with no ridges or rough spots, no marks or scratches.

4. After all dust has been removed, a turkish towel is dampened with a high-flash point solvent and put over a hair brush to wipe the floor. This treatment should remove the last minute traces of dust and wood flour, leaving the floor absolutely clean and dust-free with the pores open and the wood cell structure ready for primer and sealer.

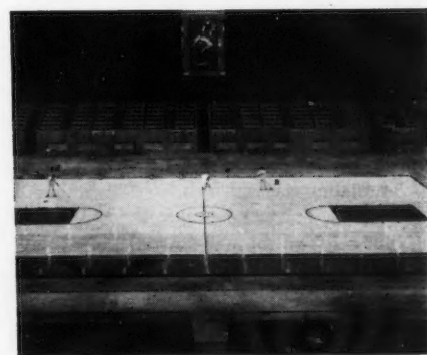
## Important steps in finishing the gymnasium floor —



1. Sweeping after sanding will eliminate "dust pimples" that would mar the perfect floor finish.



2. The seal should be applied generously so that it fills the voids and canals in the grain of the wood.



3. The final finishing, as shown in the Louisville State Fair Exposition Center above, requires that small areas of the floor be worked.

5. The seal should be poured from its original container into a flat shallow pan—one large enough that a clean lamb's-wool applicator can be dipped into it. The seal should be applied generously and worked into the wood, first across the grain, then with the grain, allowing the wood as much seal as it will absorb. The seal fills the voids and canals, strengthening the cellular structure, preventing moisture from getting into the pores, and forming a smooth base for the finish coat.

6. When the first coat of the seal has dried, or in about 12 hours, a No. 2 steel wool is used under a heavy scrubbing machine to restore the bone-smooth surface of the floor by cutting off the wood fibers that have been raised during the application of the finish coat. Remove all traces of steel wool and wood fibers by sweeping with a dampened turkish towel.

7. After the first coat of seal, the markings for the basketball court and game areas should be painted on the floor. Remove any dust or foreign matter by sweeping again.

8. Another coat of seal is then applied and the floor is steel woolled. If dry spots appear on the floor, repeat seal application and the steel wool operation.

9. After removing all particles of steel wool dust, dirt, and wood fibers with sweeping, vacuuming, and cleaning with solvent, a first-quality, self-leveling finish, should be applied. Great care must be exerted to avoid overlap marks by picking out a small area (5½ square feet) for working. Apply with the grain only. Since the finish sets rapidly, several men should work as a team to cover an area before the finish sets and overlapping results.

#### Proper Maintenance

After the floor has been finished, it is time to begin the maintenance program.

The floor should have at least three days to cure, preferably ten, before it is used. Before use, the floor should be "fogged" (sprayed with a nonoil floor dressing) at least once or even twice, if possible. A hand sprayer or shoulder sprayer can be used to shoot the spray out and let it settle on the floor.

For daily maintenance treat a 36 or 48 in. yarn wick sweeping brush with the same nonoil floor dressing. This brush is treated with the floor dressing approximately 12 to 18 hours before using to enable the dressing to saturate the yarn strands evenly. The yarn brush is treated daily after sweeping in order that it will be ready for use the next day.

The floor should be swept with the grain of the wood without lifting the brush until the starting point is reached after going over the floor twice. The floor cannot be swept too often. As a special precaution for a dance, have sawdust treated with nonoil mop dressing at a ratio of one pint dressing to each gallon of sawdust sprinkled lightly on your floor before the dance.

## SOME SUGGESTIONS ON ROUTINE DAILY CLEANING, SEASONAL MAINTENANCE AND CONTRACTED SERVICES

By PHILIP F. SAUER

*Manager, Division of Operating Service, Department of Business Management, Yale University. From a speech to the Institute of Sanitation Management.*

● **FIRST OBJECTIVE** of housekeeping is to try to keep dirt out of the building. We use tire fabric mats throughout the university. Rubberlike material is used for runners, especially during snow conditions. All mats are naturally dirt collectors and must be periodically cleaned. They must also be as large as possible so that both feet contact the mat at least once. Remember, nobody wipes his shoes in public buildings. Although the department is not responsible for outdoor areas, it is to the janitor's advantage to clean outside entryways, especially during snow conditions.

In general, we subdivide the housekeeping labor, having the janitor do the heavy work and the maid the light work. The janitor is responsible for entryways, stairs, and halls, which are mopped and swept on alternate days. Bathrooms are wet-mopped and cleaned daily except Sundays and holidays. Maids do the office dusting. Waste paper is baled daily and rubbish cans are placed on the sidewalk twice weekly for pickup by the university-owned rubbish truck. We find it less costly to truck rubbish to the dump than to try to burn it. We use wax paper inserts for waste cans.

As in all cleaning work, the cleaning of toilet rooms starts with the fixtures and ends with floor mopping. It is important to see that the same sponge or cleaning cloth is not used for all fixtures. In mopping, clean rinse water must be used so that the operation does not become one of putting down dirty water and picking it up again. In my opinion, the wet mop is the most inefficient tool that we use.

Three large motor-driven scrubbers are used in the gymnasium and the medical school. For large areas that cannot be reached with these large machines, we use the smaller portable scrubber, especially for summer scrubbing of dormitory rooms. For floor and furniture dusting, we use the rented treated cloths.

Janitors and maids report all necessary repairs for buildings.

#### Seasonal or Specialized Service

Wall washing is done during the summer

vacation, using janitors from closed buildings. All dormitory rooms with painted walls are washed each year (unless the rooms are due to be painted) using dampened dry mops on sticks. We dust down papered walls and those walls painted in other than white or buff color; for even washing with plain water, we have found, tends to leave such walls faded and streaky. For good results, the paint surface to be washed must be in good condition. The smoother the surface, the less dirt adhering, and the less effort required to remove it. Considerable attention should be given to paint used. Enamel or plastic used in bathrooms will cut washing costs.

Dormitory floors are treated once yearly during summer vacation period. Class laboratory and office floors are treated three times yearly, and other areas as needed. Most people feel that a brightly polished floor is a clean floor. For gym floors we use a seal once yearly, and after each game, a quick-drying resin finish.

Dormitory windows are washed inside and outside in September; they are washed on the inside only at Christmas, and they are washed inside and outside at Easter. No chemical cleaner is used because we have had good results with plain water and chamois. Longhandled window washing brushes are furnished for first floor work, and squeegees for large panes.

#### Contracted Services

Dangerous work is contracted for from a commercial window cleaning company, which also takes care of office and classroom buildings. We maintain no window washing crew, believing that such specialized intermittent work is best handled by an outside contractor. Let the other fellow have the labor problems unless there is a considerable saving in costs.

We use considerable contract labor for regular as well as seasonal cleaning, on a cost plus basis. We furnish materials and equipment, hiring only the labor. We also lay out work assignments and methods to be used. Most of the contracted work is done at night,

# Define Responsibilities . . .

and you will improve school lunch operations

● AN ORGANIZATIONAL CHART for school cafeteria operation and definitions of the responsibilities of the various administrators have been developed for public school district No. 17, Sumter, S. C., under the direction of J. L. Southwell, superintendent. The chart can be readily adapted for use in any Catholic school—grade or high school—that has a school lunch program.

In a public school system, the chain of authority comes from the public, through an elected school board, to a school superintendent who delegates the supervision of a school lunch program to the business manager. Depending on the size of the parochial system, the pastor would have authority similar to the superintendent in the case of a large school; in the case of a smaller grade school, he would also function as the business manager.

## Duties of Business Manager

The business manager and his assistants have general supervision of the school lunch program. Working with the cafeteria supervisor, he sets the general policies of cafeteria operation. He buys the original

equipment for the cafeteria and purchases large items and supplies which can be bought in quantities, and also awards contracts for furnishing milk. He prepares forms for reporting collections of lunch money from pupils and teachers, and supervises the payment of all bills, collections of garbage, and cafeteria rental.

## The Cafeteria Supervisor

The cafeteria supervisor trains cafeteria managers, plans menus, and in general, supervises the preparation of food. This involves the preparation and serving of food, and the care and cleanliness of the entire cafeteria area, including equipment and storage of supplies. She supervises the purchase of items not bought on bid and buys fresh produce from local markets. In some cases, the duties of cafeteria supervisor and manager are combined.

## The Cafeteria Manager

The cafeteria manager supervises the buying of the food, the preparation and serving of the school lunch. She keeps a day-to-day inventory of supplies on hand and a detailed record of expenditures. She

directs the work of the operators in food preparation, serving, and in all cleaning operations in the cafeteria and in the kitchen. Although menus are sent from the business office, the manager sees that the right amount of food is issued to give standardized servings and that the meal is appetizing. It is her responsibility to serve an attractive, nutritional lunch efficiently and economically in a neat clean kitchen. The manager also works closely with the principal and teachers to develop a pleasant atmosphere in the cafeteria for the students. She strives to supply the food needs of each age group.

## The Principal's Part

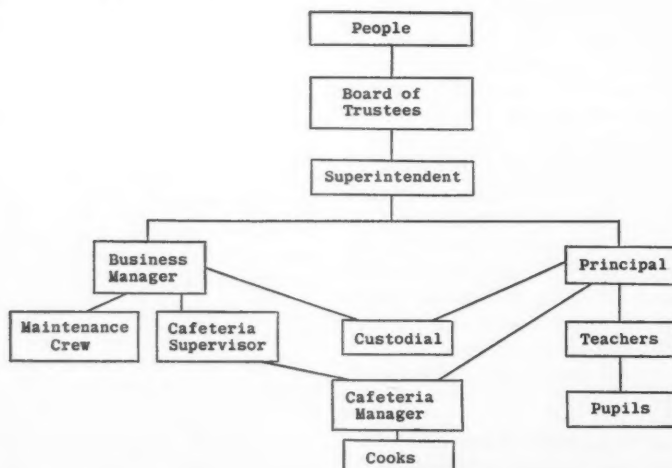
The principal is the chief administrative official in charge of and responsible for the total educational program of the school. In co-operation with the business manager, the principal is also responsible for the operation of the cafeteria. Therefore, the function of adequately supervising the function of the school lunch program so as to meet the requirements of a good lunch program rests primarily with the principal.

He co-ordinates the schedule of teachers, pupils, and cafeteria workers so as to best serve the pupils. Discipline is the responsibility of the principal and teachers.

The teachers, too, have a responsibility to the success of the school lunch program. Teachers can promote the program by giving instruction in the classroom on nutrition, foods, good manners, and in giving general information about the school lunch program. In their general attitudes teachers should encourage lunch participation.

The custodial staff performs whatever cafeteria duties the principal assigns to them. The maintenance department makes all repairs which the custodial staff cannot make. It also handles the delivery and storage of cleaning supplies, government commodities, and fresh produce under the direct supervision of the cafeteria supervisor or manager.

Organizational Chart for Cafeteria Operation



## CHEESE-EGG FILLING OR SPREAD

(Makes 100 portions)

- 10 pounds creamed cottage cheese
- 2 dozen eggs, hard cooked
- 1½ pounds (1 quart) minced onion
- 2 tablespoons Worcestershire sauce
- 2 teaspoons dry mustard
- 8 ounces (1½ cups) chopped green pepper
- or 4 ounces (1½ cups) chopped parsley
- 1 ounce (2 tablespoons) salt

Combine all ingredients; mix well. Season to taste with pepper and additional salt, if needed. Portion with a No. 20 scoop. A tasty mixture for sandwiches, salad plates, serve on a tomato slice or as stuffing for celery.

—Borden's School Nutrition Topics



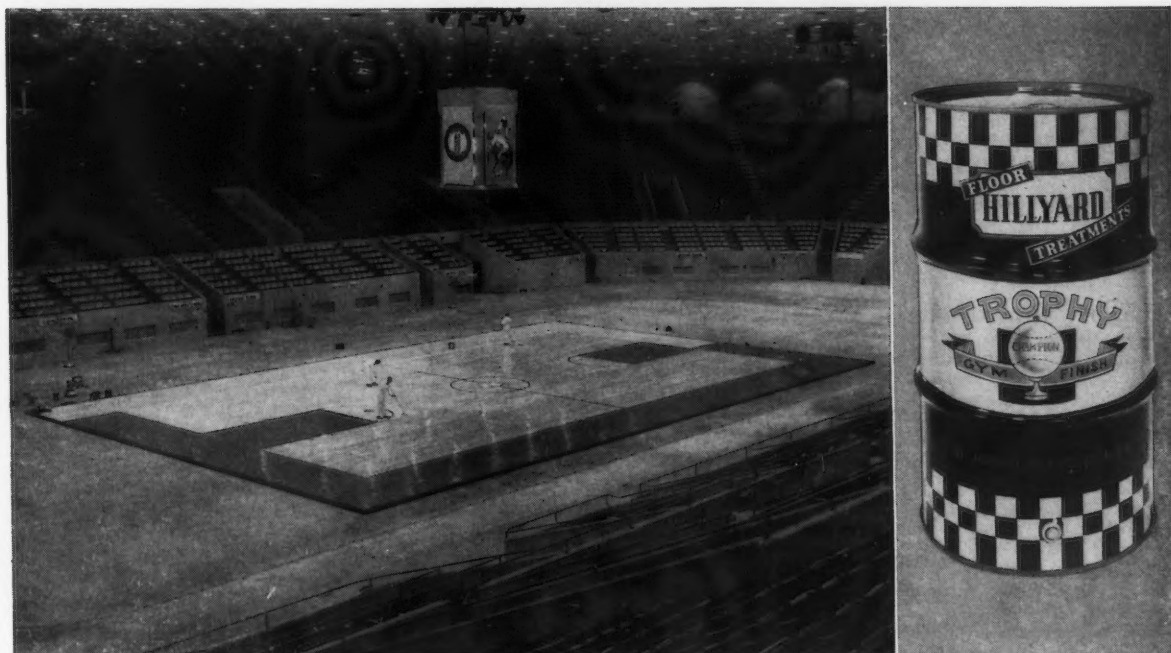
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uses a 9-point standard for testing and evaluating finishes suggested  
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**These 9 points embrace:**

Penetration	Light reflection	Water resistance
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Above: The Kentucky Fair and Exposition Center, Louisville, Kentucky, scene of 1958-59 N.C.A.A. finals and again in 1959-60.

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## New Books

(Concluded from page 60)

### Workbook for Wood Studies

By R. G. Walters and Marion M. Lamb. Paper, 130 pp. South-Western Publishing Co., Cincinnati 27, Ohio.

A workbook with lessons numbered to correspond to the lessons in *Word Studies*.

### Sustained Timed Writings

By Robert L. Grubbs, Ed.D., and James L. White, Ed.D. Paper, 96 pp. Gregg Publishing Div., McGraw-Hill Book Co., Inc., New York 36, N. Y.

A book for the typing class in leaflet form. Features 5-, 10-, and 15-minute typewriting speed tests. Also includes selections of contest copy.

### Refresher Typing in 24 Hours

By Philip S. Pepe. Paper, 65 pp., \$2.20. Gregg Publishing Div., McGraw-Hill Book Co., Inc., New York 36, N. Y.

Designed for all typists who wish to upgrade their skill in practical office typing.

### Digest of Catholic Mission History

By Sister Mary Just. Paper, 135 pp., \$1. Maryknoll Publications, Maryknoll, N. Y.

*World Horizon Report* No. 20.

### Speck The Altar Boy

By Margaret Ahern. Paper, \$1. Hanover House, Garden City, N. Y.

Another cartoon book—above the average of recent books in this field. Some really humorous cartoons, some doubtful. Should give boys some ideas.

### Titus Brandsma: Carmelite, Champion of the Catholic Press

By Rev. Aquinas Houle, O.Carm. Paper, 29 pp., 10 cents. The Carmelite Third Order Press, Chicago 37, Ill.

A reprint of an article that originally appeared in *The Sword*, the Carmelite quarterly magazine of the American Province of the Most Pure Heart of Mary. It bears an imprimatur.

### "... And Amend My Life"

Progress for Religious Through Confession. By Bernard A. Sause, O.S.B. Paper, 96 pp., 75 cents. Grail Publications, St. Meinrad, Ind.

This is a specialized treatment of the sacrament of penance designed to help religious use the sacrament to the utmost in their struggle for self-perfection. Outstanding passages from a wide variety of sources are quoted along with numerous appropriate prayers translated from the writings of doctors and saints. The following general topics are considered: preparation for confession, the examination of conscience, firm purpose of amendment, prayer for confessor, thoughts while waiting turn to confess, methods of confessing, sacramental absolution, act of contrition, thanksgiving after confession, and sacramental penance.

### The Poverello, St. Francis of Assisi

By Mark Hegener. Paper, 92 pp., 50 cents. Franciscan Herald Press, Chicago 9, Ill.

This is an outline type of biography of St. Francis of Assisi which portrays his accomplishments, his unique way of life, and his winning personality.

### Carmel Mary's Own: Parts I, II & III

By Very Rev. Enrique M. Esteve, O.Carm., and Very Rev. Joaquin M. Guarch, O.Carm. Translated from the original Spanish and edited by Very Rev. Gabriel N. Pausback, O.Carm. Paper, 25 cents each. Part I, 64 pp., Part II, 70 pp., Part III, 68 pp. The Carmelite Third Order Press, Chicago 37, Ill.

A history of the Carmelite Order.

### Love in Action

By Rev. Leo J. Trese. Paper, 112 pp., 50 cents. St. Anthony Guild Press, Paterson, N. J.

This is a religious discussion-club textbook based on the revised edition of the Baltimore Catechism (No. 3). Treated thoroughly in 16 chapters are the Ten Commandments and closely related subjects.

### So You Didn't Go to College!

By Jerry Klein and Bill Fisher, Jr. Paper, 28 pp., 25 cents. Public Affairs Pamphlets, New York 16, N. Y.

An encouraging report of what has been accomplished by self-educated men and details about the numerous facilities available for gaining self-education.

### The Runner

By Jane and Paul Annixter. Cloth, 220 pp., \$2.75. Holiday House, New York 11, N. Y.

The taming of a wild horse and the effects the ordeal has on both man and horse can usually be built into an interesting, worthwhile tale. This story containing those elements plus remarkable insight and a few new dramatic twists is no exception. It merits recommendation for the high school reader.

### Big Red

By Jim Kjelgaard. Cloth, 254 pp., \$2.75. Holiday House, New York 11, N. Y.

This is a new edition of a book originally published in 1945. Subtitled, *The Classic Boy-and-Dog Story*, it describes the intricacies of dog training and the strong bond that can grow between man and dog during the training period. Also worked into the story are vivid passages portraying well the exciting beauty to be found in the wilderness.

### The Learned Ladies

By Molière, Tr. by Renée Waldinger. Paper, 89 pp., 95 cents. Barron's Educational Series, Inc., 343 Great Neck Road, Great Neck, N. Y.

The translation of *Les Femmes Savantes*.

### The Middle-Class Gentleman

By Molière, Tr. by Herma Biffault. Paper, 113 pp., 95 cents. Barron's Educational Series, Inc., 343 Great Neck Road, Great Neck, N. Y.

A translation of *Le Bourgeois Gentilhomme*.

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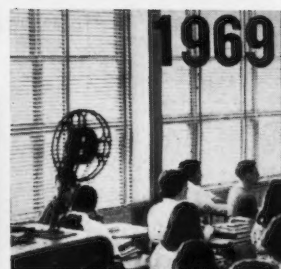
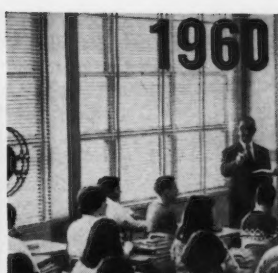
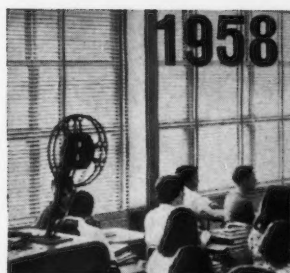
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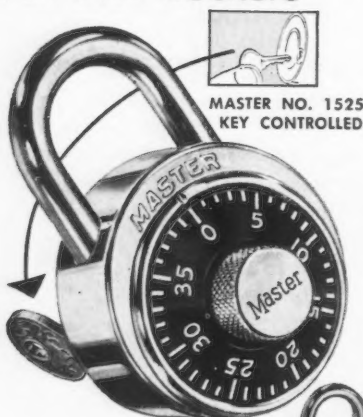
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## Catholic Education News

### HONORS AND APPOINTMENTS

#### 1958 Mariological Award Presented

REV. WALTER J. BURGHARDT, S.J., professor of patiology at Woodstock College, Md., was named for the 1958 Mariological Award. The award was presented at the 10th annual convention of the Mariological Society of America held at Paterson, N. J. Each year the Society confers the award on one of its active members who made a distinguished contribution in Marian theology. Father Burghardt is vice-president of the Society.

#### Editor Wins Magazine Contest

REV. THURSTON N. DAVIS, editor-in-chief of *America*, is the winner of first prize in a contest for the best article appearing during 1958 in *The Critic*. Father Davis was chosen for his article, "Culture in a Cold, Chrome World." He will receive a prize of \$500 and a gold medal at the 20th anniversary celebration of the Thomas More Association, to be held in Chicago on May 3.

#### Highest Naval Award Given to Jesuit

REV. DANIEL J. LINEHAN, S.J., chairman of the department of geophysics at Boston College, has received the Navy Distinguished Public Service Award. It is the highest honor the Navy can award to a citizen. Father Linehan was granted the award for his "outstanding contribution to the Navy in the field of scientific research and development." Father Linehan worked with Navy Task Force 43 and Operation Deep Freeze on seismological problems which provided reassurance as to the durability of the Geographical Year experimental site at Little America.

#### Historical Body Elects

DR. HARRY W. KIRWIN of Loyola College, Baltimore, Md., has been installed as president of the American Catholic Historical Association. Other officers installed at the 39th annual meeting were: PAUL HORGAN, Pulitzer-prize historian, first vice-president; REV. ERIC McDERMOTT, S.J., Georgetown University, second vice-president; MSGR. JOHN K. CARTWRIGHT, St. Matthew's Cathedral, Washington, treasurer; and MSGR. JOHN TRACY ELLIS, Catholic University of America, secretary.

The 1958 John Gilmary Shea prize, awarded at the meeting, went to REV. JOHN M. DALEY, S.J., dean of Georgetown University graduate school, for his volume *Georgetown University: Origin and Early Years*.

#### Fordham Professor Honored

DR. FERNAND VIAL of Fordham University has been elected president of the Society of French Professors in America. The society consists of all the professors from France who now teach in the United States and Canada. Dr. Vial is chairman of the modern languages department of Fordham University's graduate school of arts and sciences.

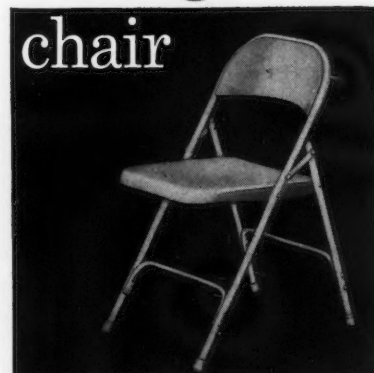
#### Nun Elected to College Institute

SISTER HILDEGARDE MARIE, S.C., president of the College of St. Elizabeth, Convent Station, N. J., has been elected a member of the Commission of International Understanding of the Association of American Colleges. She will serve for three years. Sister Hildegard also claims the distinction of being listed in the first edition of *Who's Who of American Women* which was published recently.

(Continued on page 99)



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## Catholic Education News

(Continued from page 98)

### Lebanon Cites Nun for Aid to Youth

The government of Lebanon paid tribute recently to a member of the Congregation of St. Joseph of the Apparition who has devoted 56 years of her life to the education of Lebanese youth. The minister of Lebanese education, Pierre Gemayal, presented the Gold Medal for Public Instruction to SISTER MARY OF THE ROSARY at St. Joseph Boarding School, Beirut, where she is a teacher.

### Science Conference Names Future Prexy

DR. JOHN G. ARNOLD, JR., chairman of the department of medical technology at Loyola University, New Orleans, has been named president-elect of the academy conference of the American Association for the Advancement of Science. Dr. Arnold, who was chosen at the Association's recent annual convention held in Washington, D. C., will assume the presidency in 1960.

### N.C.E.A. Official Named to Post

MSGR. FREDERICK G. HOCHWALT, executive secretary of the National Catholic Educational Association, has been named to the 12-member committee to aid the Federal government in its graduate fellowship grant program. The committee will assist the department of health, education, and welfare in applying the fellowship program established by the National Defense Education Act by the past Congress.

### New President at Canadian University

REV. EMILE BOUVIER, S.J., acting chairman of the economics department of Georgetown University, has been appointed president of the University of Sudbury, Ontario, Canada.

### Named Unit President

DR. JOHN POWERS, of the faculty at St. Francis College, Loretto, Pa., has been elected president of the Pennsylvania Institutional Teacher Placement Association. The Association consists of 69 institutions of higher education in Pennsylvania.

### New President at Marian College

BROTHER LINUS RICHARD, F.M.S., is the new president of Marian College in Poughkeepsie, N. Y. He succeeds BROTHER PAUL AMBROSE, F.M.S., who has been elected assistant general of the Marist Brothers.

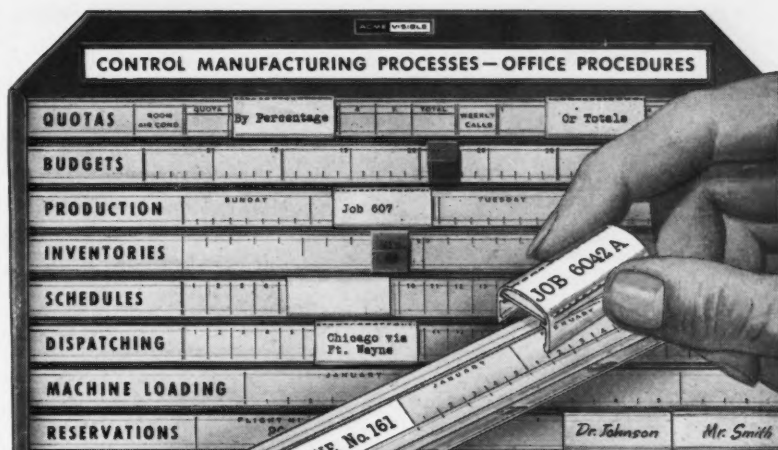
### Sister of Mercy Foundress Honored

MOTHER FRANCIS WARDE, one of the founders of the Sisters of Mercy, has been named one of the outstanding women in the 200-year history of Pittsburgh. The recognition was accorded by the *Pittsburgh Post-Gazette* newspaper in conjunction with the city's bicentennial celebration. From the mother house in Pittsburgh, the Community has spread throughout the world, establishing 119 hospitals, 71 schools of nursing, and many schools and orphanages.

### C.U. Professor Cited

DR. MANOEL CARDOZO of the Catholic University of America has received the Order of the Southern Cross—the highest decoration of the Brazilian government for a civilian—for his dedication to Brazilian studies as professor of history and curator of the Oliveira Lima Library at the university.

(Continued on page 100)



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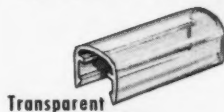
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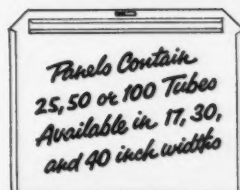


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## Catholic Education News

(Continued from page 99)

### Librarians Honor Lifetime Service

ELEANOR FARJEON of Hempstead, England, will be the first recipient of the Catholic Library Association's newly established Regina Medal. The award in children's literature honors the "lifetime work of a writer, editor, or illustrator." The medal will be conferred upon Miss Farjeon at the Association's 35th annual conference to be held in Chicago on March 30. Miss Farjeon has written many children's books, including *Martin Pippin in the Apple Orchard*, *The King's Daughter*, and *Ladybrook*.

### Nun Named to Standards Committee

SISTER MARY LOUISE, O.P., president of St. Mary's Dominican College, New Orleans, has been elected to a three-year term on the Commission of Colleges and Universities of the Southern Association of Colleges and Secondary Schools. The 54 member commission determines standards for accreditation of institutions of higher education.

### Linguists Elect Georgetown Prof

DR. LEON F. DOSTERT, director of the institute of language and linguistics at Georgetown University, has been elected vice-president of the National Federation of Modern Language Teacher Associations. He will succeed to the presidency of the organization in 1960. Dr. Dostert devised the multilingual translation system used at the Nuremberg

war crimes trials and presently in use at the United Nations. During World War II he was Gen. Eisenhower's French interpreter.

### Biblical Scholar Teaches in East

REV. ROBERT DYSON, S.J., world famed Bible scholar, has received an appointment as professor in the theology department at Boston College. Father Dyson was a professor of biblical theology at the Pontifical Biblical Institute in Rome for 22 years. His recently published book, *The Catholic Bible in the St. Peter's Edition*, was encouraged by Pope Pius XII who wrote the frontispiece. While at Boston College, Father Dyson will, in addition to teaching, continue research for two projected books.

### French Decorate Nun

SISTER MARY AGNES of Our Lady of Victory School, San Francisco, was awarded the rank of Chevalier of the Legion of Honor by French Consul General Robert Luc, on behalf of the French government, for her contribution to the "development of French culture in the United States." For the past 25 years Sister Agnes has taught French from kindergarten through high school.



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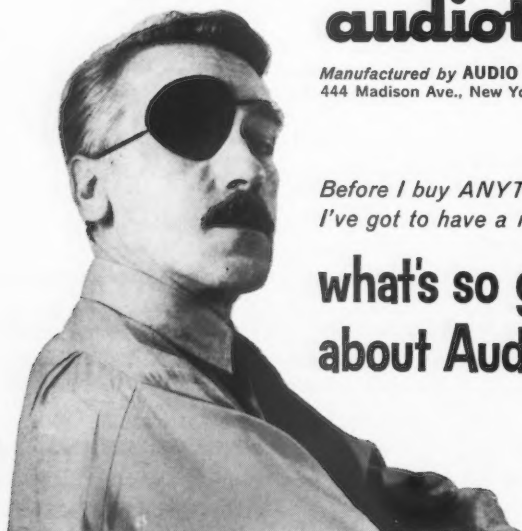
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### AD MULTOS ANNOS

★ REV. FRANCIS J. CONNELL, C.S.S.R., well-known teacher and author on moral theology, recently observed the 50th anniversary of his ordination. Father Connell is dean for religious communities at the Catholic University and former dean of the university's school of Sacred Theology.

### REQUIESCANT IN PACE

● RT. REV. MSGR. GAVAN P. MONAGHAN, pastor of Holy Name parish, Chicasha, Okla., died on January 10. Msgr. Monaghan had been superintendent of schools for the diocese of Oklahoma City and Tulsa since 1941.

● SISTER M. BERENICE, I.H.M., a teacher of Latin at Marygrove College, Detroit, Mich., died on December 6. She had taught at the college for 20 years and was a member of her community for 65 years.

● REV. WALTER A. NIEALUCHOWSKI, S.J., professor of moral theology at the Toronto Jesuit Seminary and at St. Augustine Seminary, Ontario, Can., died in early December.

● REV. LESTER J. FALLON, C.M., former professor at Kenrick Seminary, St. Louis, Mo., died on November 28. He was 58 years old. Father Fallon was the founder of home study courses in the Catholic Faith. In 1948, the Knights of Columbus began to assist him in this endeavor now called Religious Information Bureau of the Knights of Columbus.

● SISTER M. JOSEPHINE, 94, former mother general of the Sisters of Mercy, died in January at Cedar Rapids, Iowa. Sister Mary Josephine was a nun for more than 70 years and taught in Iowa parochial schools and at Mount Mercy College, Cedar Rapids.

● BROTHER THOMAS E. O'BRIEN, S.J., former teacher at Jesuit Seminaries, Florissant, Mo., and West Baden, Ind., died on January 17. He was 84 years of age.

● MSGR. CHARLES A. HART, professor of philosophy at the Catholic University, died on January 29 at the age of 65. Msgr. Hart was instrumental in organizing the American

(Continued on page 102)



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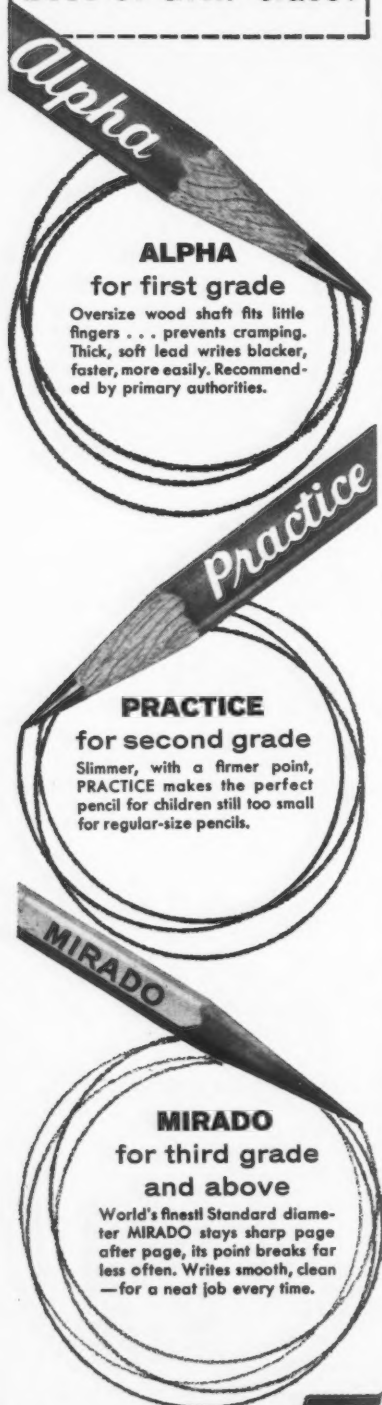
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## Catholic Education News

(Continued from page 100)

Catholic Philosophical Association, and served as its secretary for 27 years. He was also an organizer of the Washington, D. C., Catholic Evidence Guild. Msgr. Hart contributed to many Catholic journals and was the author of four books on religion and philosophy.

● **REV. MICHAEL J. O'CONNELL**, president of De Paul University from 1935 to 1944, died on December 29. He was 59. Father O'Connell was director of students and professor of Kenrick Seminary, St. Louis, from 1926 until 1932.

● **DR. JOHN A. MURRAY**, assistant professor of history at St. John Fisher College, Rochester, N. Y., died on January 12 at the age of 36. Dr. Murray was a member of the American Historical Society and the Academy of Political Science.

● **REV. JOSEPH P. DONOVAN**, C.M., internationally known canon lawyer, died recently in St. Louis. Father Donovan had been a rector and, since 1909, a professor at Kenrick Seminary. He was editor of the "Question and Answer" section of the *Homiletic and Pastoral Review*. He was a leader in introducing to this country the Society of Mary and the St. Peter Claver Society for the African Missions and an organizer of the Catholic Students Mission Crusade. Father Donovan was also a charter member of the Catholic Rural Life Conference.

### RELIGIOUS ORDERS

#### Salesian's Provincial Superior

**REV. MOTHER THERESA CASARO**, F.M.A., has been installed as provincial superior of the Salesian Sisters in the United States. Mother Theresa was superior and principal of Mary Help of Christians School in New York City from 1956 until her recent appointment.

#### Missionaries Change Name

The Missionary Canonesses of St. Augustine announced that, according to a recent communication from the Sacred Congregation of the Propagation of the Faith, the official name will be the Mission Sisters of St. Augustine. The Sisters have convents in many parts of the world where they are engaged in educational, medical, and social work, and are responsible for the religious training of the natives.

### COLLEGES & UNIVERSITIES

#### College Receives Literary Collection

The Dimand Library of Holy Cross College has received the collection of Grace Guiney of Oxford, England, literary executor of Louise Imogene Guiney (1861-1920), Boston poet and scholar. Included are personal copies with marginalia of Louise Guiney's published works and other notable items.

#### La Salle Elected to ACAC

La Salle College, Philadelphia, has been elected to membership in the Association of College Admissions Counselors. The ACAC aims to establish and maintain high professional standards in college guidance and admissions of both the high school and college.

#### New Campus for Fordham

Fordham University's plans for a seven and one half acre center will be initiated this September. The 25 million dollar plant, to be located in mid-New York City, will handle an

(Continued on page 104)



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## Catholic Education News

(Continued from page 102)

anticipated 8000 students. Building will be carried out in three stages with the first two scheduled for completion in 1962.

### Boston College Plans Name Change

Boston College may have a new name before its 100th birthday in 1963, according to Very Rev. Michael P. Walsh, S.J., president. The name change is being planned in order to give the school the use of the name University. Boston College now includes 11 separate schools and colleges with 5800 full-time students and 3800 part-time students.

### Foreign Languages Class

College of Mount St. Vincent, New York City, has inaugurated a one-semester methods course for teaching foreign languages in the elementary schools. The course was organized in answer to mounting demands by the public schools for teachers qualified to start a foreign language program in the lower grades. Most of the students enrolled in the course have as their minor elementary education in preparation for teaching certification. Students make use of a language laboratory equipped with tape recorders and headphones to perfect pronunciation.

### College Graduates

The opening of the 1958-59 school year marked the beginning of a new era in education for Mount Mercy College, Cedar Rapids,

Iowa. The college has now completed its transition from a junior to a senior college for women. Mount Mercy, operated by the Cedar Rapids Sisters of Mercy, opened in 1928 as a junior college having an enrollment of 25 students. Now in the thirtieth year of operation, Mount Mary's enrollment is 375 students. Sister Mary Ildephonse, R.S.M., is president of the college.

### 159 Win DePaul Scholarships

DePaul University, Chicago, awarded \$72,-875 in scholarships to 159 students at the annual honors convocation held recently. The value of the grants and the number of students honored with them are both records for the university; last year it dispensed \$25,000 in scholarships to 93 students.

### Installment Tuition

St. Ambrose College, Davenport, Iowa, has introduced an installment plan for student-tuition payments this year. Known as the Tuition Payment Plan, the system permits a student to pay for education in monthly installments, which include a small financing charge. The plan may be used for some or all charges at the college. Many students work during the summer, pay part of their bill in cash, at the beginning of the semester, and then finance the remainder.

### St. John's Celebrates Jubilee

The first phase of a year-long program marking the fiftieth anniversary of the founding of St. John's (Brooklyn) University School of Education took place in November at the Third Annual Teachers' Congress, held on the campus. Participants were leaders in national, state, and civic education. On November 6, the university dedicated its modern new Long-Island campus science-pharmacy hall and residence for faculty. Bishop Bryan J. McEntegart, chancellor of the university, presided at the dedication.

### Department Change at St. Louis U.

St. Louis University, St. Louis, has established new degree programs in anthropology and changed the name of the department of sociology of the college of arts and sciences to the department of sociology and anthropology. The enlarged department of sociology and anthropology will offer the bachelor of science and master of arts degrees in anthropology for the first time this year.

### Jesuits to Open University in Nicaragua

The first modern Catholic University in Central America is scheduled to open its doors at Granada, Nicaragua, in May of 1959. The University of Granada will be housed in the buildings of the present College of Central America conducted by the Jesuits.

### New Catholic College in Fiji Islands

Archbishop Romolo Carboni of North Sidney, Apostolic Delegate to Australia, New Zealand, and Oceania, has blessed a new Catholic teachers' college which is now officially opened. The new institution will provide teaching staffs for the Catholic educational system in Fiji and its neighboring vicariates.

### Mt. St. Clare Becomes 4-Year College

Mount St. Clare junior college, Clinton, Iowa, will become a four-year college for women, it has been announced by Mother M. Regis, O.S.F., president of the college. It is hoped that the first junior class will enter the school in the fall of 1959. The school is operated by the Sisters of St. Francis.

(Concluded on page 108)

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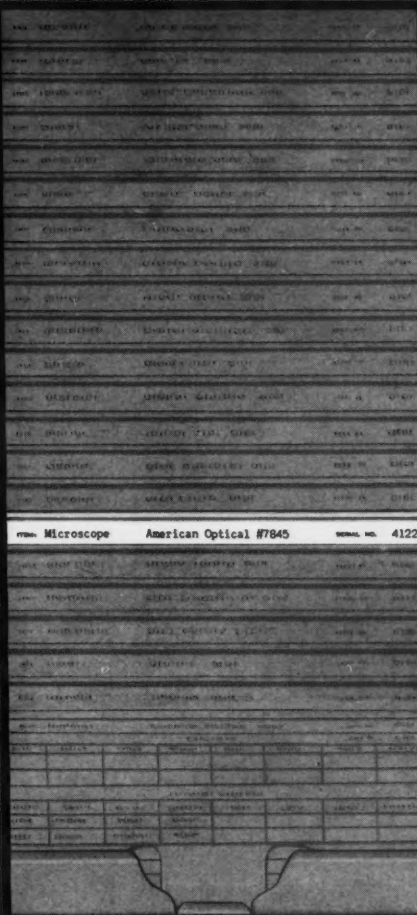
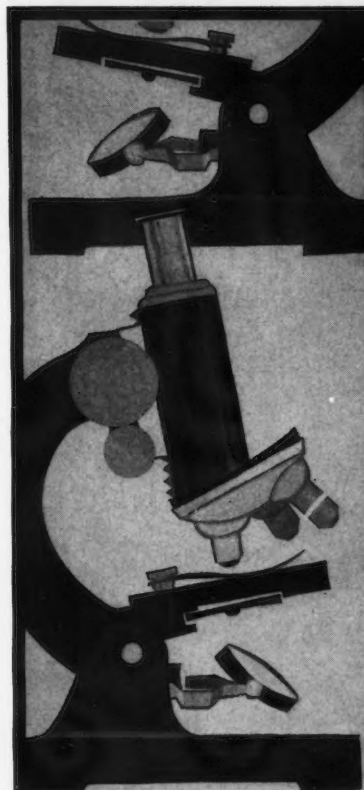
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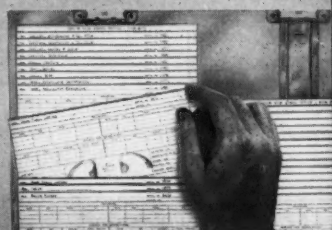
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## Catholic Education News

(Concluded from page 104)

### Colleges Receive Joint Grant

Three Minnesota colleges have been awarded jointly a \$25,250 grant to finance the establishment of an unusual academic program. The grant was made by the Louis and Maud Hill foundation of St. Paul, Minn., to St. Benedict College, St. Joseph; St. John University, Collegeville; and St. Cloud College, St. Cloud. Under the program, a "Tri-College Great Issues Course" will be sponsored for superior students of the three schools. Each year the course studied will change. The theme for the 1958-59 program will be the "Problems of Free Men."

### De Paul University Relocates

De Paul University has moved its downtown Chicago divisions to the newly remodeled Frank J. Lewis Center. Remodeled from an 18-story office structure into a modern educational center at a cost of \$2,500,000, the former Kimball Building was given to De Paul in 1955 by the Frank J. Lewis Foundation. Already housed in the new center are De Paul's college of law and school of music. They were transferred to the new location last year.

### Marquette, Soviet School Exchange Papers

An exchange of publications between the Slavic Institute of Marquette University, Milwaukee, and the U.S.S.R. Academy of Sciences in Leningrad has been initiated at the request of the Russian Academy. The exchange includes the fourth volume of Marquette's Slavic Studies, a history of economic relations between the Ukraine and Russia, and the Russian School's collection of the papers of Emperor Peter the Great.

### Fordham Gets Research Grants

Fordham University has been awarded \$150,000 by government agencies and private foundations for research in the physical sciences during the current academic year. The university will undertake studies in atomic energy, cancer, vitamin physiology, and insecticides. The donors of the grants include the U. S. Public Health Service, the National Science Foundation, the Atomic Energy Commission, and the U. S. Air Force.

### Colleges Receive Loan

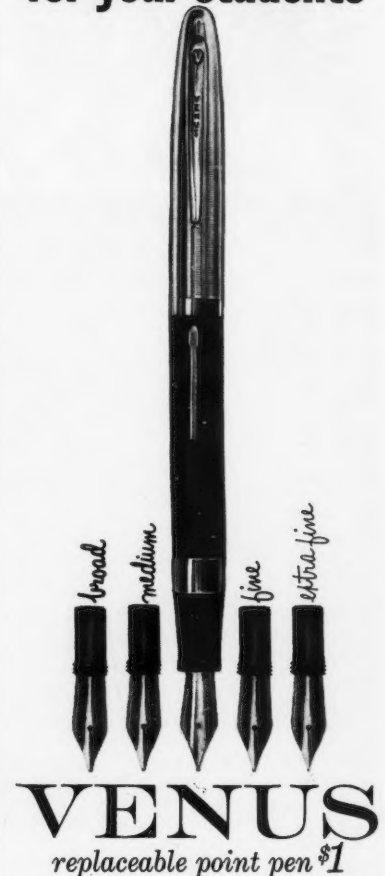
Loyola University, Baltimore, and Sacred Heart Dominican College, Houston, have received loans totaling more than one million dollars. The loan, from the Federal Housing and Home Finance Agency, allotted \$550,000 to Loyola for help in construction of a student union and dining hall. Sacred Heart Dominican received \$743,000 as an aid in the construction of a dormitory and student union with cafeteria.

### College Observes 150th Year

The sesquicentennial observance of St. Joseph College, Emmitsburg, Md., and the founding of the North American community of the Daughters of Charity of St. Vincent De Paul will begin on March 14.

On July 31, an international observance will be held in conjunction with the tercentennial celebration of the deaths of St. Vincent de Paul and St. Louise Marillac, co-founders of the Order.

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## Building News

### IN CALIFORNIA

#### Holy Cross High School, Mountain View

This new school, reputed to be the "show-case" of the Catholic high schools, is conducted by the Sisters of the Holy Cross of Notre Dame. Among the striking features of the new school are: objects of art in the very best of educated good taste (old masters and moderns, too), television in every classroom, 2000 library books, a tiny "visiting" chapel, and mobile altar behind the stage of the

huge auditorium, tennis courts, volleyball courts, outdoor basketball courts, and a fountain-centered court, a garden for the Sisters, and a patio off the convent with fruit trees.

#### New Vincentian Seminary

The recently blessed St. Vincent's Seminary, located at Montebello, Calif., is situated on a 14-acre site historically famous for the Battle of the San Gabriel River, a battle fought between American and Mexican forces in 1847. The seminary, which will accommodate 120 students, will serve as a preparatory school for young men studying for the Vincentian priesthood. The seven modern buildings, four of which were donated, are constructed of reinforced brick and connected

by covered cloisters. The chapel is brick and has a stained glass window depicting St. Vincent de Paul above the entrance. The interior of the chapel, which will seat 180 persons, is wainscoted in light beige marble from Italy and has polished marble terrazzo flooring. The altar is a table of dark green marble which is bathed in natural sunlight supplied by a wood-framed skylight situated in the ceiling above it. The room off the sacristy is a soundproof Mass room with four partitioned altars for priests of the faculty. Other buildings include a classroom building, one-story and two-story dormitories, a large gymnasium with a recreation room, and a convent for the Sisters of St. Joseph, who will staff the kitchen and domestic departments. A sports field is located behind the dormitory and gym, with a swimming pool to be constructed in the near future. The tract of land was donated by the family of Rev. Francis D. Pansini, vice-rector of St. John's Seminary, a Vincentian establishment also located at Montebello.

### IN ILLINOIS

#### School Occupies Historic Site, Chicago

The new Holy Name Cathedral Elementary and High School was dedicated by Rt. Rev. Msgr. Patrick J. Hayes, at Chicago. The school staffed by the Sisters of Charity of the B.V.M., is located on the former site of the University of St. Mary of the Lake. The university was built in 1848 and received its state charter that same year. It was the first university in Chicago to receive a state charter. It was later converted into an orphanage and destroyed by fire in 1871.

#### Loyola Academy, Chicago

Thirty-eight classrooms, complete athletic facilities (including swimming pool), chapel, and faculty buildings are included on the site of the new \$3,300,000 academy. About thirty Jesuits and 14 lay teachers will teach 900 students. The school program will eventually be expanded to include 1600 students.

#### Galesburg School Completed

Immaculate Heart of Mary School, the first completed building in the newest parish in Galesburg, Ill., was dedicated on November 10, by Bishop William E. Cousins. The parish was established in August, 1956, and plans for the school were started immediately. The exterior of the building is of face brick, ceramic tile, and stone paneling. Metal acoustical ceilings and unit ventilators are used throughout the school. Entrance doors and frames are made of aluminum, and window frames are of hot-dipped galvanized steel sash. New type glare reducing, heat absorbing glass is used in some of the windows. There are eight classrooms, a gymnasium, cafeteria, and a temporary chapel, currently being used for Sunday Masses; this may later be divided into two classrooms. The building has an over-all measurement of 269 feet by 100 feet. A new convent is next in the building plans; the nuns are now living in a private residence adjacent to the parish property. Three Sisters of Providence from St. Mary of the Woods, Terre Haute, Ind., and five lay teachers staff the eight grades.

### IN INDIANA

#### The University of Notre Dame

The University of Notre Dame began its 116th academic year of September 19 with three new buildings to serve its 6000 students. The new buildings include a second dining hall.

(Continued on page 112)

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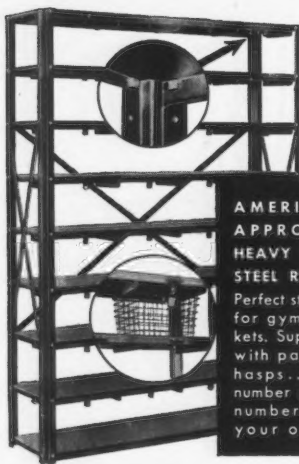
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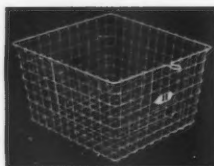
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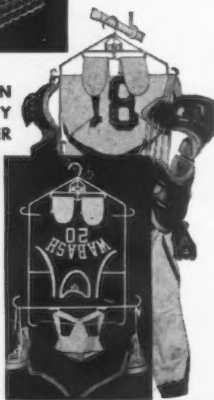
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*Building News*

(Continued from page 110)

**IN LOUISIANA**

**Our Lady of Lourdes Parish,  
New Orleans**

The dedication of the new \$1,000,000 Our Lady of Lourdes plant was held on September 8, 1957. It is a three story school, convent, auditorium-gymnasium, and cafeteria. The main entrance to the cafeteria is equipped with washing facilities; the cafeteria can comfortably seat 270 children. An electrically controlled dumb-waiter serves the Sisters' quarters on third floor. The school section also includes 16 classrooms; a large library, with workroom; and a ground floor kindergarten with an independent entrance to the play area. The classrooms have a heavy gauge asphalt tile floor, the corridors and cafeteria floors are in terrazzo. The steel pan-type stairs are terrazzo filled with safety treads. The school is equipped with fluorescent lighting and an intercommunication system. The third floor accommodates 13 nuns, each having a small bedroom, closet, and lavatory. Also provided are two recreation rooms, a large chapel and sacristy. An independent entrance is provided to these rooms from a lobby in the Sisters' quarters. The third floor has a telephone service and push button entrance control and speakers. The convent also contains a community room, refectory, kitchen, and laundry. The school has a total of 46,500 square feet of floor space, the 2300 square feet of play area are not included in this total.

**IN NEW YORK**

**Ursuline Convent Dedicated**

The newly completed Ursuline Convent, which is attached to Ursuline School, was blessed and dedicated by His Eminence, Cardinal Spellman on October 19, at New Rochele, N. Y. The convent is of red brick in colonial style, and contains a reception room, parlors, cells for the 38 Sisters, a priest's suite, refectory, infirmary, laundry, an alumnae social room outside the cloistered area, and a chapel. The chapel, also in strict colonial architecture, has a white marble altar backed by a red dossal and surmounted by a hand carved wooden crucifix set in silver. The light mahogany pews in the center of the nave seat 80 persons, and the nuns' stalls are ranged along the side walls.

**Regis High School New York City**

Plans for doubling library facilities and expanding recreational areas were recently announced at Regis High School, New York, N. Y. A fund of \$120,000 has already been collected for the project.

**St. Frances de Chantal, Wantagh**

A convent and school building were dedicated, May 12, at St. Frances de Chantal parish, Wantagh, N. Y. Both buildings are designed along contemporary lines. The school is a one-story, 16 classroom structure divided in the middle by a multi-purpose room and administrative facilities.

The convent is a separate building located close to the school. Provisions are made to care for 18 Sisters and facilities to expand for four additional Sisters.

(Continued on page 113)

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Chalkboard • Chalk  
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## Building News

(Continued from page 112)

### IN OHIO

#### St. Adalbert Grade School, Toledo

A two-story school addition has been constructed at St. Adalbert's parish, Toledo, Ohio. The building will provide classrooms and a gymnasium-auditorium. Located on the first floor are six classrooms, a kitchen, lunchrooms, the principal's office and a clinic room. The second floor will provide space for eight more classrooms. Adjoining the school section of the building is the gym-auditorium which contains a projection room for audio-visual programs and two meeting rooms.

### IN OKLAHOMA

#### Volunteers Save Parish \$12,500, Tulsa

A sixty-man labor force, including many professional men, has erected the new St. Pius X parish school in Tulsa, Okla. Working evenings and week ends since last July, they have saved the parish \$12,500. The volunteers expect to resume their program next April to erect a second building. Savings on the projects will then enable them to proceed with an additional classroom.

### IN PENNSYLVANIA

#### Monsignor Bonnor High School, Drexel Hill

The four story structure will accommodate 3000 students and serve 30 parishes. There are 58 classrooms; 3 science laboratories; a chapel; a large auditorium, seating 950; a gymnasium; cafeteria; and a number of special purpose rooms. A large faculty house to hold 70 priests is located to the rear of the school.

#### College Misericordia, Scranton

A completely modern brick and glass science building has been built at College Misericordia, Scranton, Pa. The structure will house the physics, chemistry, biology, and home-economics departments.

The first floor designed for the home-economics department is complete with two large experimental dining rooms, a living room, a bathroom where students can arrange model layouts and receive training in interior decorating, sewing rooms, fitting rooms, a room equipped with electric washer and dryer, a large lecture room, an office for the head of the department, 12 cooking units for household chemistry, storage rooms, and equipment for making distilled water.

The second and third floors are furnished in the same complete manner for the biology, chemistry, and physics departments. The building is finished throughout in pastel tints with all wood and cabinetwork of honey maple. The trim and paneling in the halls is of mahogany.

#### Primos, Pennsylvania

Three new buildings for St. Eugene's Parish, Primos, Pa., were dedicated on November 17. Named for St. Eugene, the parish also honors Pope Pius XII. The Pope has honored the parish by personally blessing it and by sending two bricks, which bear the Papal insignia, that were taken from the Holy Door during the Holy Year of 1950. The exterior of the new contemporary style buildings is of buff colored textured brick, with cast stone

(Concluded on page 114)



## Why she'll learn a better hand with an ESTERBROOK pen

A child is fortunate to have a teacher who encourages good penmanship. This is a skill which carries lifetime value.

For years, most teachers have been recommending Esterbrook as the ideal pen for their students. Their reasons are clear:

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# Esterbrook® Only \$2.95

Choice of 32 points, including:



## Building News

(Concluded from page 113)

trim, and aluminum windows, sills, and wall copings. Interior walls are of concrete block painted in attractive colors. The ceilings have been acoustically treated. Floors have been finished in colorful terrazzo and asphalt tile. The large chapel-auditorium and school are joined by a spacious lobby and mothers' room. The chapel has a seating capacity of 600. The school provides ten classrooms, administrative office, and medical suite. Directly below the school, on the ground floor, is a large multi-purpose room for parish affairs, a kitchen, boiler and storage rooms. An intercommunication system has been installed

throughout the school, church and multi-purpose room. The convent is a two-story building with basement, providing sewing and laundry space and storage rooms. The first floor includes parlors, reception room, community room, dining room, and kitchen. Living quarters for ten Sisters are located on the second floor.

### IN WASHINGTON, D. C. Five New Grade Schools

Five new grade schools opened recently in Washington, D. C., with an approximate immediate total of 1200 students and a future estimate of 2090. The new elementary schools are: St. Thomas More, taught by the Felician Sisters; Holy Family, a 12 room building taught by the Sisters of St. Joseph of Chestnut Hill; St. Peter's, Waldorf, containing eight

classrooms, and taught by the Sisters of Charity of Nazareth, Ky.; St. Peter's Olney, the structure contains eight classrooms, all eight grades, and will be taught by the Sisters of St. Joseph; and Our Lady of Perpetual Help, also containing eight rooms, this school will be taught by the School Sisters of Notre Dame.

### Notre Dame High School, Green Pond

The school, located on a plot of 37.5 acres, has an exterior of Colonial brick with Indiana limestone trim. It provides 13 typical classrooms, a lecture room, two laboratories, commercial, home economics and mechanical drawing rooms, library, oratory and health rooms, a darkroom and administrative offices. The coeducational school has a beginning enrollment of 500 students.

### IN WISCONSIN

#### Marquette University

Two new buildings have been added to the campus of the university, a new \$700,000 addition to the dental school, completes the medical-dental quadrangle. It will feature the children's dentistry department and allows for expansion in pathology, bacteriology, and histology. The other building, a three million dollar dormitory, is of contemporary design.

#### St. Rita's, Milwaukee

A grade school designed to make practical use of color and light has been completed at St. Rita's Parish, Milwaukee. On the outside of the building's corridor walls every second window pane is covered at eye level with colored plastic strips in red, yellow, green, or blue. Light coming in through the panes paints the corridors in an array of color. The inside corridor walls complete the scheme with their modern ceramic decor. The corridors are used for play areas during inclement weather. Supported by a 10-foot cantilevered roof, they are wide and free of pillars.

The classrooms have outside windows on one side and windows into the corridors on the opposite walls. The classrooms' outside exposures face either east or north and the corridors look to the west or south. The classrooms are all brightly colored. Desks, bookcases, bulletin boards, chalkboards, and walls are done in green, yellow, sandal, gray, or Swedish red.

#### St. Peter Claver, Sheboygan

A \$500,000 16-classroom grade school was formally dedicated on May 12 at St. Peter Claver Parish, Sheboygan, Wis. Modern in design, the building contains in addition to the classrooms a library, office, health room, and a full basement in which there are five recreation rooms, meeting rooms, and a room large enough for a basketball court.

### CONTESTS

The 1959 Crusade for Freedom drive, which finances Radio Free Europe, is sponsoring a nationwide campaign to enlist American people to write Freedom messages. Writers of the six most outstanding messages will be flown to Munich to broadcast their messages in person over a Radio Free Europe program. The contest closes at the end of March. Information is available from Crusade for Freedom, 345 E. 46th St., New York 17, N. Y.

### COMING CONVENTIONS

March 20-21. The National Association for Music Therapy, Sixth Annual Southeastern Regional Conference. Rev. Joseph B. Bassich, S.J., general chairman. Loyola University, New Orleans, La.



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(With one polish or scrub brush)

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Power Suction Cleaners • Quality Floor Machines  
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## **"SCOTCH" BRAND Magic Mending Tape** for permanent paper mending **No. 810 holds and repairs invisibly!**

**NEW "SCOTCH" BRAND 810 Magic Mending Tape**—actually disappears on contact with paper, does a permanent repair job, too. "SCOTCH" BRAND never curls, discolors or bleeds adhesives . . . stays crystal clear and pliable indefinitely. And you can write on it with pencil, pen or typewriter. Try a few rolls soon.

**FREE BOOKLET!** Send now for a useful booklet of facts about Magic Mending Tape plus information about the whole line of handy "SCOTCH" BRAND Tapes that do dozens of church jobs faster, neater and better. Write Dept. TG-39, 3M Company, St. Paul 6, Minn.



"SCOTCH" AND THE PLAID DESIGN ARE REGISTERED TRADEMARKS FOR THE PRESSURE SENSITIVE ADHESIVE TAPES OF 3M CO., ST. PAUL 6, MINN. EXPORT: 99 PARK AVE., NEW YORK 16. CANADA: LONDON ONTARIO.

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# NEW SUPPLIES AND EQUIPMENT

## FURNITURE FOR ANY BUDGET

Three attractive lines of school furniture priced to suit any budget are offered by Heywood-Wakefield Co., Menominee, Mich. Rugged quality is a feature of the budget-priced Newport series. Tables, desks, tablet arm chairs, stacking chairs, and chests are included in the line. All desk tops are of natural finish Densi-Core plastic, pressure molded for strength and durability. In the moderate price

range is the Standard Tapered line featuring tapered tubular steel furniture for classes from kindergarten to college. The deluxe Trimline series consists of HeyWoodite desk tops, seats and backs, and tablet arms formed of a single piece of solid plastic. This line features colors permanently molded into solid plastic. The sturdy tubular steel frames are chrome plated. The company also offers a line of upholstered auditorium seating. Send for full details.

(For Further Details Circle Index Code 049)



➔  
Grade-School  
Apostles  
Falconer,  
N. Y.,  
featured in  
March BOY

Every month the BOY inspires & trains Grade-School Apostles

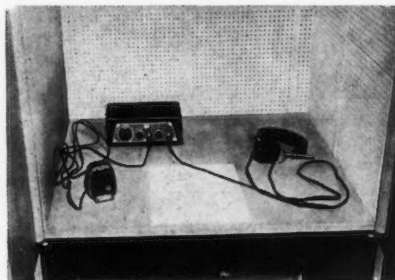
► Visit our NCEA Booth #C-50 in Atlantic City ◄

## THE CATHOLIC BOY

### Notre Dame 26, Indiana

## LANGUAGE LAB AIDS

R.C.A. has engineered a complete line of language laboratory systems for high schools and colleges. The key unit is a newly developed transistorized amplifier, measuring 4 by 3 by 8 inches, with switching provision for ten language channels. Each student, seated in



Transistor Headphones

a three-sided booth, is provided with an amplifier, headphones, and microphone. The student listens to pre-recorded lessons via the headphones, and then repeats the lessons into the microphone. The student can compare his accent, inflection, and pronunciation with that of the recording. Each booth is fitted with a volume regulator for the headphone and a separate control for the microphone. The system offers various adaptations which include allowing the teacher to monitor a lesson or hold a conversation with individual students. Full information may be obtained from Radio Corporation of America, Camden 2, N. J.

(For Further Details Circle Index Code 050)

## REDESIGNED ELECTRIC TYPEWRITER

IBM announces a redesigned electric typewriter featuring a longer carriage and writing line. The interior of the new machine has been made more accessible to permit faster ribbon



Book-Style Type Faces

changes. In addition to the standard model, there is an Executive model featuring proportional spacing which results in book-style printing. It may be ordered in a choice of 16 type faces. Both machines are available in six colors. Send for more details from International Business Machines Corp., New York 22, N. Y.

(For Further Details Circle Index Code 051)

(Continued on page 118)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION



# to your Convent Chapel

In their Appreciation for  
your Kind Patronage, your

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First Communion dealer is  
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- 1st Gift A BEAUTIFUL OSTENSORIUM
- 2nd Gift A full set of The Book of Knowledge for your school library
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When you choose your HARBRO Communion veils and accessories, your HARBRO dealer will automatically register your convent's name in the drawing for each of the twenty three gifts. HARBRO dealers are leading church goods suppliers all over the United States.

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Choose

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*... famed for elegance which inspires devotion*



I said "goodbye" to



S.S.

when I  
said  
"Hello"  
to

**A.W. FABER  
ERASERSTIK**

The original grey eraser point  
—always best for erasing.

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Typewriting mistakes happen to the best of Secretaries—but SLOPPY STRIKEOVERS are as out-of-date as ankle-length bathing suits. If you still use a bulky eraser, do yourself a favor by tossing it in the basket. Get an A.W. FABER slim, trim pencil-shaped ERASERSTIK that whisks away single letters of a word without marring the surrounding area. With ERASERSTIK you erase without a trace. Let ERASERSTIK make you a better Secretary. Get a few today.

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Which point do you prefer?  
Sharp, Medium or  
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ERASERSTIK gives you  
your choice. Point with a  
mechanical or hand pencil  
sharpener.

7099  
CALL SERVICE  
ERASERSTIK

## New Supplies

(Continued from page 116)

### CLEANER CARBON COPIES

Carbon paper that will not curl, slip, or smudge is offered by the Roytype Department, Royal McBee Corp., Port Chester, N. Y. A hard wax surface on the carbon eliminates roller marks, finger smudges, fuzziness, and facilitates clean erasures. Called Roytonic, the paper is packaged in boxes that fit into the stationery compartment of the desk. It is offered in a variety of weights and finishes for all normal copy requirements.

(For Further Details Circle Index Code 052)

### HIGH SCHOOL DESK

A trim desk and seating unit for high school or college use is made by General School Equipment Co., St. Paul 14, Minn. Known as Model 67, the low-cost unit is designed for



Comes in Three Heights

comfortable, correct posture. It features a large, durable desk surface for ease in writing. Desk pedestal, constructed of cast iron, allows full leg room. Neoprene rubber shoes prevent marring of floors and keeps the desk from slipping. The unit is easily moved for different seating arrangements. An out-of-the-way, yet easy to reach book shelf is an extra accessory.

(For Further Details Circle Index Code 053)

### SEVERAL KINDS OF MATTING

The American Mat Corp., Toledo 4, Ohio, offers a complete line of matting for gymnasium use between the playing area of the basketball court and the front row of seats. The matting, which comes in rolls, will prevent slipping by spectators and will protect the playing surface. Standard corrugated runner is  $\frac{1}{4}$  in. thick, comes in 24, 36, and 48 in. widths, in black, brown, red, green, blue, or gray. Kleen Sweep matting in black, brown, red, and green is also  $\frac{1}{4}$  in. thick, comes in 24 and 36 in. widths. A wide rib matting is  $\frac{3}{32}$  in. thick, 24 and 36 in. wide, in black or brown. A heavy-duty Do-All runner made of a new rubber and cord compound comes in two styles:  $\frac{1}{4}$ -in. cross rib and  $\frac{3}{16}$ -in. long rib, both in three widths of 24, 36, and 48 in.

(For Further Details Circle Index Code 054)

(Continued on page 121)

CORRESPONDING CODE INDEX NUMBERS TO  
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IN THE READER'S SERVICE SECTION

**SQUARE  
DANCE  
ASSOCIATES**

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Expert Oral  
Instructional  
Records for

**SQUARE DANCES  
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AND MIXERS**

for all ages

New! New!

**MARCHES**

calisthenics

**MUSIC FOR ROPE SKIPPING**  
ball bouncing  
with written instructions

- Rhythms
- Folk Dances
- Singing Games
- Play Party Games

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**CHILDREN**

pre-kindergarten  
through 3rd grade

78 or  
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# Take a peek!



**invites you**

to "TAKE A PEEK" at their new 1959 line of *Religious Christmas* and *All Occasion Cards* at the National Catholic Educational Convention to be held at Atlantic City, N. J., March 31 thru April 3, 1959.

**See our beautiful display at  
Booth I-28.**

**Check our Low Prices  
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Supply needs.**



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I am not attending the convention. Please send me samples of the new 1959 Religious Christmas Cards on approval when they are ready.

Name .....

School .....

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City .....

CSJ

# NOW WASH WINDOWS

## HIGH or LOW FASTER AND SAFER

### with a Tucker Window Washer



#### TUCKER WINDOW WASHERS Feature...

- **TELESCOPIC HANDLES**  
Telescoping Aluminum Sections available for lengths up to 57 feet. Sections also come apart for use in other combinations. A 57-foot handle, brush and hose full of water weighs less than 20 pounds.
- **AUTOMATIC, VISIBLE DETERGENT**  
Patented dispenser makes a continuous detergent solution from compressed tablets. Plexiglass container shows contents at a glance.
- **COMPRESSED DETERGENT**  
Compressed Detergent Tablets clean glass, but will not etch paint, stain stone or brickwork nor injure grass and shrubs.
- **SPECIAL WINDOW BRUSHES**  
Wide flare brushes with Nylon edges and Polyurethane foam centers wash windows, edges and corners in one swipe.

window wand, it is a simple time and money-saving task to clean those windows . . . and by standing on terra firma. Tucker has customized units reaching to the fifth story. Most popular is the 42 foot . . . or third story assembly . . . It costs less than a hundred dollars . . . and weighs less than 17 pounds.

For Full Particulars and Prices . . . Write to . . .

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CEDAR RAPIDS, IOWA

ONLY TUCKER WINDOW WASHERS can show you how to save time and money in cleaning your inaccessible windows. Up to now, it was necessary to erect costly scaffolding. With a Tucker

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**UNIFORMS**  
WASHABLE GABARDINE  
DeLUXE TAILORING  
POPULAR PRICES!

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JUBILEE  
1934-1959

New, superb top-Quality  
Sheen Gabardine now woven  
with DuPont DACRON con-  
tent for greater beauty, longer  
wear and washability . . . fully  
Crease-Resistant finished! All  
colors!

- HATS
- BLAZERS
- JACKETS
- BANNERS, FLAGS
- BOYS UNIFORMS

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- TIES
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... Write Today!

Pom Pom Hat

Eton Hat

Wool Beret

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The Keystone Standard Overhead Projector is designed for the projection of Standard (3 1/4" x 4") Lantern Slides, Polaroid Slides, and Handmade Lantern Slides or, with appropriate accessories Tachistoslides (4" x 7"), 2" or 2 1/4" Slides, Strip Film, and Microscopic Slides. It is useful —

In the Science Category with appropriate units of slides in Physiology, Biology, General Science, Health, Hygiene, Photography, and Elementary Science.

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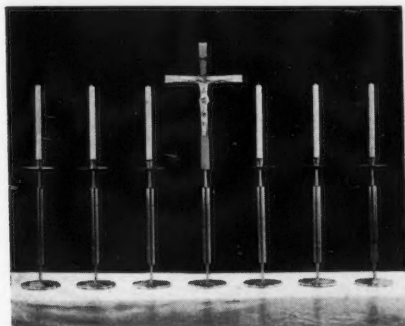
Write for Further Information or a Demonstration by our Local Representative. KEYSTONE VIEW CO., Meadville, Pa. Since 1892, Producers of Superior Visual Aids.

## New Supplies

(Continued from page 118)

### FORECAST ALTAR GROUP

Simplicity keynotes the new liturgical altar furnishings designed by Rambusch Studios and comissioned for the Forecast collection of the Aluminum Company of America. Simple, lightly tapered lines convey a light,



Aluminum Altar Fittings

vertical effect. Standards of the cross and candlesticks are 2½ ft. tall, yet weighted for maximum stability. A disc-shaped *bobèche* catches wax drippings and can be removed for easy cleaning. This Forecast altar group will be one of three new lines of altar appointments to be fabricated and sold through Wear-Ever Aluminum, Inc., New Kensington, Pa. All three lines were designed by Rambusch and will be fabricated in a luxury-finish aluminum alloy. The Wear-Ever firm is at present completing distribution arrangements with religious supply houses.

(For Further Details Circle Index Code 055)

### CONTEMPORARY PEWS

Contemporary church architecture has inspired the new pews designed by Raton Mfg. Corp., Rio Creek, Wis. The seats, backs, and



For a School Chapel

pew ends are made of either northern gray elm or northern red oak. Tubular steel legs are finished in satin black enamel. Folding-type kneelers come with or without plastic covered cushions. The distinctive "keystone" shape of the pew ends is standard with the new line, but the shape can be varied to harmonize with a specific church interior if desired. Send for complete specifications.

(For Further Details Circle Index Code 056)

### HIGH-BAY LIGHTING FIXTURES

Interior lighting fixtures designed for gymnasiums and other large buildings needing concentrated lighting are manufactured by the Crouse-Hinds Co., Syracuse 1, N. Y. The high-bay units are especially useful for lighting boxing and wrestling rings or tennis courts. The Type MDS fixtures are available for 300-1500 watt incandescent or 400-watt mercury lamps. The units can be ordered with separate or single piece head, wide angle reflector for low and medium mounting heights, or with concentrating reflector for high mounting and narrow areas. Type MDS fixtures are lightweight and easily assembled and wired.

(For Further Details Circle Index Code 057)

### FILMSTRIP LOAN LIBRARY

AVE, Audio-Visual Education is a non-profit, co-operative service to churches and

schools founded by Father George Nell and sponsored by the Third Order of St. Francis. The service consists of a filmstrip loan library of more than 10,000 titles. For an annual fee of \$20, plus postage, a subscriber can borrow up to six filmstrips per week for a period of seven days. Filmstrips of both religious and secular subjects are available for schools, convert classes, study clubs, etc. Audio-visual equipment and accessories can also be purchased through the organization. Send for full details from the Co-op Parish Activities Service, Detroit 27, Mich.

(For Further Details Circle Index Code 058)

(Continued on page 122)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

## SNOW WHITE Tailored UNIFORMS Really Are Better



### HIGH SCHOOL and GRADE SCHOOL JUMPERS, JACKETS, SKIRTS, WOOLENS AND SYNTHETICS



Every Snowwhite jumper, every jacket, every skirt, every blouse has its start in the minds and on the drafting tables of the men and women members of our own designing staff. The styles are modelled, fabrics tested, workmanship and costs critically considered.

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When the answer is "yes," we have reached our goal which is readiness to serve you well with quality apparel.

Before you place your next order, consider SNOWWHITE! Your request for information will not obligate you!

SNOWWHITE BLOUSES  
LONG, ¾, or SHORT  
SLEEVES  
COTTONS AND  
SYNTHETICS  
WHITE AND COLORS



224 W. Washington Street

Milwaukee 4, Wis.



## New Supplies

(Continued from page 121)

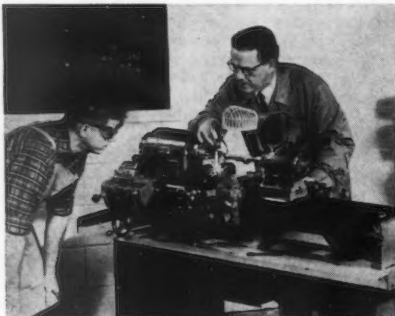
### PLASTIC LAMINATING MACHINE

American Photocopy Equipment Co., Evanston, Ill., has introduced a new office unit, the Apeco Ply-On Laminator. The machine, which resembles a photocopying unit, encases papers and documents in thin, pliable layers of plastic film. Fused on one or both sides of an original document, the plastic protects it from dirt, moisture, wear, and tear. The machine handles copy up to 11 in. wide. Cost of laminating a letter-size page is about 2½ cents per side. Some recommended school uses are: preserving student identity cards, transcripts of credits, teachers' certificates, sheet music for class use, educational charts, awards and diplomas. In the library: card catalogs, historic papers and letters, book jackets, and newspaper clippings. For church use: prayer cards, baptismal certificates, church and legal documents.

(For Further Details Circle Index Code 059)

### SCHOOL SHOP LATHE

The new Delta 10-in. metal cutting lathe, especially designed for school shop needs, is available from Rockwell Mfg. Co., Delta



Teacher Can Set Speed

Power Tool Div., Pittsburgh 8, Pa. Three features of the lathe are: a variable speed

drive, a ¾-in. collet capacity, and a drive that can be pre-set for both high and low speed limits in either direct or gear drive. The variable speed drive offers advantages of from 50 to 1500 r.p.m., plus high torque transmitting power matched V belts in the final drive to the spindle. Variable speed can be pre-set by the instructor, a desirable feature when working with an inexperienced student. The lathe is powered by a ¾ h.p. motor. A bench for separate mounting of the motor is optional from Delta. Write for more details.

(For Further Details Circle Index Code 060)

### SCHOOL COACH FOR 1959

Superior Coach Corp., Lima, Ohio, announces the new school bus coach for 1959. The vehicle offers wider visibility with a total of 1315 sq. in. of viewing glass area in the rear. Last year front view visibility was increased to give the driver 136° cone of view. Other new features include: streamlined marker lights, button control mechanism for outward folding doors, enlarged wheelhouse opening for larger tires, protective covering over heater pipes, defroster, and hood over flasher lights. For full details write to the manufacturer.

(For Further Details Circle Index Code 061)

### COMBINATION TEETER-WHIRL

A Teeter-Whirl combines a merry-go-round with a teeter totter in an action-packed playground piece. Manufactured by Rolfe Prod-



For Unsupervised Play

ucts Co., Mason City, Iowa, the unit is of lightweight tubular steel with wooden seats. It requires no installation and needs little maintenance. Seats are suspended on auto-type suspension bushings. According to the makers, the unit is so safe that children do not need supervision while using it.

(For Further Details Circle Index Code 062)

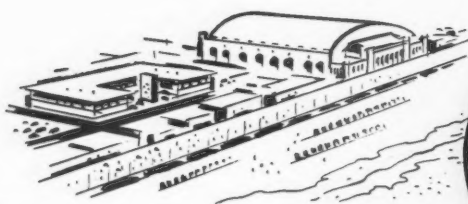
### HANGERS FOR SPORTS UNIFORMS

A hanger specially designed for athletic uniforms is available from American Playground Device Co., Anderson, Ind. The hanger stores each uniform as a unit and has a secured number plate to insure against mix-ups. Designed to take a minimum of storage space, yet has room for each piece of equipment to be individually hung for quicker and more sanitary drying. The compact hanger, constructed of ¼-in. steel rod, weighs about two pounds. Each hanger is permanently treated to resist rust and the corrosive action of perspiration.

(For Further Details Circle Index Code 063)

(Continued on page 124)

## NOW... Stay at one of the newest MOTELS IN ATLANTIC CITY during your APRIL Convention



All the motels in the Chelsea Motel Group are NEW—and are located in Atlantic City... within short walking distances to convention headquarters—Convention Hall—beach and boardwalk—the city's most famous restaurants—theatres and amusements. Every room has a tile bath and the most modern, distinctively-styled appointments.

**Make your reservation TODAY**  
for a truly excellent STAY—at one of  
Atlantic City's newest and finest Motels.

### SPECIAL CONVENTION RATES

\$10 \$12 and \$14 double, includes:

- ★ FREE Parking at the door
- ★ Telephone and FREE TV in every room
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ATLANTIC CITY CHAMBER OF COMMERCE

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RESERVATIONS  
CALL COLLECT:

**Atlantic City 5-0337**

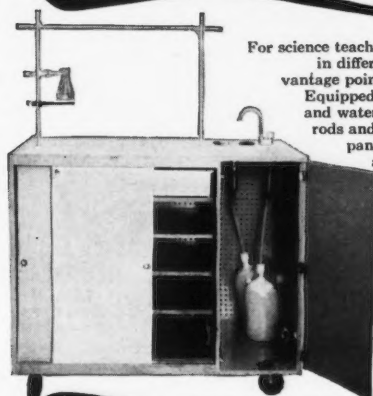
Or, if you prefer, write to:

**Chelsea Motel Group**

P. O. Box 852  
Atlantic City, N. J.

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BE ENCIRCLED CAN BE FOUND ON THE CARDS  
IN THE READER'S SERVICE SECTION

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For science teacher demonstrations in different locations, any vantage point. Moves quickly. Equipped with gas, electric and water services, support rods and pegboard display panel. Roomy storage area. In attractive colors, large Formica top. Write for full details.

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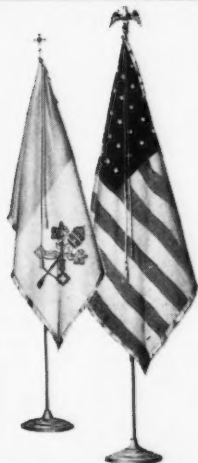
For best value, finest quality materials and workmanship, specify flags and banners in these fabrics exclusive with DETTRA.

**PARADES AND INDOOR DISPLAY**  
GLORY GLOSS—lustrous medium-weight acetate taffeta  
DURA-LITE NYLON—the ultimate in durability, lightness  
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### DETTRA FLAG CO., INC. OAKS, PENNSYLVANIA

Flagmaker to America  
for more than 50 years.

### COMFORT...

Make your own choice — but, whether it's an all steel seat (No. 101) — a contour molded plywood seat (No. 102) — or a luxurious, foam rubber cushioned, upholstered seat (No. 103) you are sure of the best in portable seating comfort.



### DURABILITY...

Man-handle this chair all you like. Rack it — bang it — jump on it! You've never tested one sturdier, more durable, or one so ready to withstand most any abuse you give it. Strong, tubular steel frames reinforced at seat pivot points, tubular leg braces, carbon steel pivot rods and frame strengtheners, and extra large hinge rivets are structural features that assure you the strongest, most durable folding chair ever!

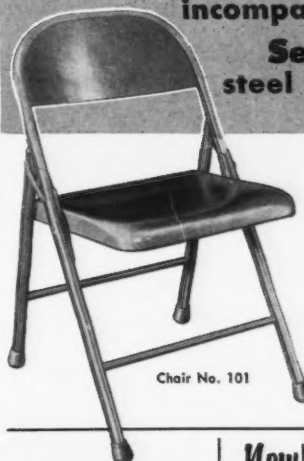


### SIZE...

Here's full size seating comfort that requires relative small floor area. Adding to comfort, the form-fitting backrest is a full 8½" deep!



### You get all three in the incomparable Krueger Series 100 steel folding chairs!



Chair No. 101

Series 100 Chairs are wall savers, too. When open, backrests do not touch wall to mar or scuff it. Chairs are handsomely finished with durable synthetic urea baked-on enamel in a choice of Beige, Mist Green, Carib Blue or Azure Grey.

### CHAIR TRUCKS

Complete range of trucks for horizontal or vertical storage of chairs and tables. Demountable ends — Regular and under-stage models.



Write  
—for latest  
catalog  
describing  
complete  
line.

### New! TABLET ARM CHAIR

Tubular folding chair as above has a hardwood tablet arm rigidly mounted on a tubular steel support which automatically raises or lowers the arm when chair is open or closed. Tablet arm folds flat to chair for storage. Entire unit is sound and sturdy and folding mechanism safely designed to safeguard from injury.



# KRUEGER

METAL PRODUCTS • GREEN BAY • WISCONSIN

## New Supplies

(Continued from page 122)

### NEW DISHWASHING CHEMISTRY

Chemists at Economics Laboratory, Inc., New York City, have discovered that it is primarily protein, not fat, that causes aeration and foaming of wash solutions in dishwashing machines. Such chemical action results in a loss of water pressure and cleaning action. The normal efficiency of a dishwasher is impaired whenever the dishes are soiled from eggs, meat, milk, mashed potatoes, flour gravies, etc. To combat the protein action, the company has developed two new detergents, "Score" for medium to hard water, and "Event" for soft to medium water. By eliminating aeration and foaming, the two detergents maintain normal wash pressure in dishwashing machines

under various soil and operating conditions, allowing the machine to operate near maximum efficiency at all times. Send for details.

(For Further Details Circle Index Code 064)

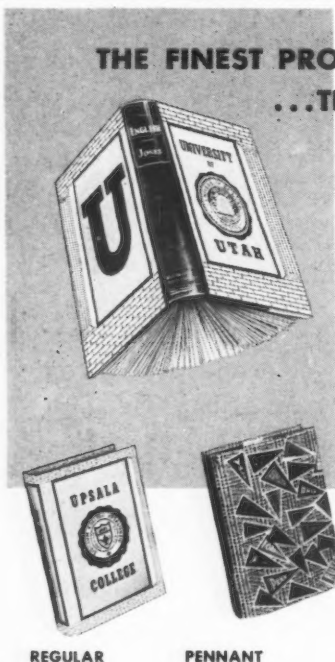
### SLIMLINE HAND DRYER

The newest model of the World Dryer Corp., Chicago, is a recessed electric hand dryer that extends only 3½ in. into a room. The dryer cabinet is offered in colors to match or harmonize with the decor. The dryer has a 30-second drying cycle and the same large air capacities as flush-mounted units. It operates on either 110 or 220 volt a.c. An automatic circuit breaker protects the heating element from overheating. The recessed unit fits 3½ in. into the wall and is recommended for new building construction, although it can be adapted to remodeling projects.

(For Further Details Circle Index Code 065)

### THE FINEST PROTECTION

### ...THE MOST CONVENIENCE



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Title-View Textbook Covers with exclusive transparent spine provide quick . . . easy title identification. Durable Plastithene Coating gives moisture-resistant, wear-absorbing protection . . . never cracks—peels—discolors.

The finest artwork and printing present an attractive 'quality' look that increases school spirit and pride. Your school name and emblem are accurately reproduced in school colors.

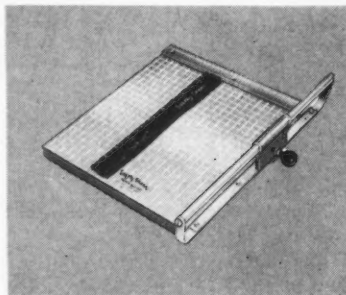
Also available in REGULAR Type (without transparent spine) and Title-View Pennant—a standard pattern of colorful college pennants with no custom printing.

### NEW... SAFETY-SHEAR™ PAPER CUTTER

Safe... even for kindergarten children

Eliminate the danger of arm-type cutters. The SAFETY-SHEAR is so safe and easy-to-use that even the smallest child can operate it in complete safety.

One sweep of the shuttle-type handle gives accurate, clean cut. Not a razor blade cutter . . . rotating, self-sharpening, shear-action blade is guarded for user's protection. Optional MAGNETIC PAPER GUIDE assures parallel cut—may be moved to any width or angle.



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THE UTMOST IN SAFETY and ACCURACY

WRITE FOR INFORMATION AND PRICES

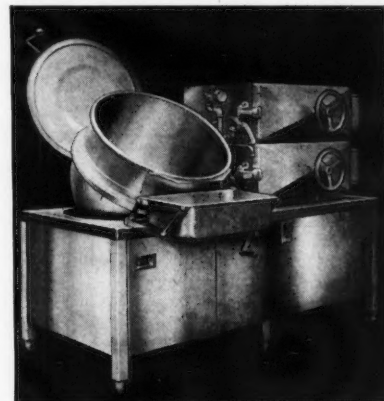
# Bro-Dart INDUSTRIES

Newark 5, N. J. Los Angeles 25, Calif.

In Canada: Bro-Dart Industries (Canada) Limited, Toronto 6, Canada

### TILTING STEAM KETTLES

Newly engineered and designed, the steam cookers from Market Forge Co., Everett 49, Mass., feature tilting kettles. The Market models are available in one, two, or three,



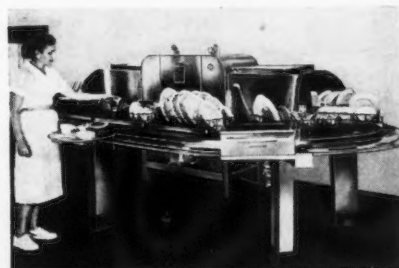
Kettle and Steamer

standard or wide, compartments in combination with 20, 30, or 40 gallon stationary or tilting kettle. The kettle is cabinet mounted and has a one-piece cover with tangent draw-off and automatic pan support. The cookers have integral plumbing, eliminating tiled curbs, recessed floor areas, and concealing controls. Drainage from the equipment is directed into a common draw line. All pieces are constructed with a stainless steel body and either a polished or baked enamel exterior.

(For Further Details Circle Index Code 066)

### CONTINUOUS DISH CONVEYOR

The Champion Adamation unit is a continuous, automatic dish rack conveyor system recently introduced by the Champion Dish Washing Machine Co., Erie, Pa. The circular unit requires less floor space and permits



Dish Sorting Unnecessary

flexibility in kitchen arrangements, since, if desired, the dishwashing unit can be located outside the kitchen area. Trays are unloaded directly into the slowly moving conveyor racks, without segregating soiled dishes. It saves hot water consumption by reusing the final rinse water in the prewash unit. Clean dishes can be loaded directly onto a storage cart. The manufacturer claims 75 per cent less handling of dishes with resultant lower labor and breakage costs. Conveyor speed can be controlled manually or automatically. A waste dispose unit is optional equipment.

(For Further Details Circle Index Code 067)

(Continued on page 127)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION





*the Cram Man says:*

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- WORLD GLOBES and ATLASES

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This new globe ball may be bounced, dropped or hammered without ill effects.

Indestructible for classroom uses and hazards. Eliminates teacher's fear of breakage, when handled by students.

12 inch Globe, available with Beginners, Political or Physical-Political Map.

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Step Treads  
In Color or  
All Black

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**Factory Prices and Discounts**  
Our catalogs are our only salesmen. Our manufacturing and distribution savings are passed on to the organizations and institutions, like the over 51,000 whom we have served.

**All Steel Folding Chairs**  
Monroe-Approved chairs in attractive range of styles, sizes at direct prices. Excel in comfort, durability and ease of handling.

**Transport Trucks For Tables and Chairs**  
Any room set up or cleared in a jiffy. One man can do it. For both moving and storing, Model T58 shown.

**Portable Partitions**  
Panels in tubular steel frames, on swivel glides or casters. Idle space converted to useful areas. Also chalkboard finished, with cork tack boards as shown.

**Monroe Fold Lite Utility Tables**  
Conventional steel folding legs, 16 sizes from 32" x 32" up to 3' x 10' and 4' x 8', special sizes to order. Masonite and Ormacec Blon-D tops.

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Can be adjusted any height 20 to 30 inches. Folding pedestals or legs. No tools required. Will not slip or collapse.

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Most modern staging choral groups, etc. Ruggedly built sections with steel folding legs. Many standard settings or specials to order.

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The beauty and durability of hard white maple provides this Atlas Case . . . and each matching piece of BUCKSTAFF LIBRARY FURNITURE . . . with the dignity, the atmosphere of great books.

Atlas Case measures 30" x 27" with a back height of 43 1/4" and a front height of 39 1/4". Five pull out, safety stop removable shelves of solid maple.

Beautiful in either autumn or natural maple with matching Resilyte Mar-Proof Plastic, Wood Veneer or Linoleum tops. Flexible for the largest or smallest of library installations. For literature on the complete line of Buckstaff Library, Cafeteria and Classroom furniture, contact your nearest Buckstaff Representative or write . . .

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## SOLID KUMFORT Kneeler Chairs, too ...fold flat when not in use

When you have Solid Kumfort Chairs with kneelers, you will be ready to handle any overflow situation. Or you can make multiple use of your space, because Rastetter Chairs fold flat and are so easy to move or rearrange. They store compactly when folded.

Upholstered seats are deeply cushioned and engineered to reduce seating fatigue. The famous steel Hinge and Brace construction makes Rastetter Chairs far stronger than conventional chairs of equal weight. There are 21 stylish models in five finishes for wood and two metallic finishes for magnesium chairs. Seventeen attractive leatherette colors from which to choose. Solve your overflow and space problems with Rastetter Chairs.

Write today for descriptive portfolio and prices!

FOLDS FLAT



Model 588 with Kneeler Wood

Wood and Magnesium Chairs by  
**LOUIS RASTETTER & SONS CO.**  
1340 Wall Street • Fort Wayne, Indiana • Fine Furniture that Folds



## New Supplies

(Continued from page 124)

### FAST SNACK SERVICE

Even the most inexperienced food service operators can provide fast food and drink service by using the new Quick-Serv Sani-Snack Bar. Measuring 13½ by 7½ ft., the unit comes complete with nationally known, stainless steel or aluminum equipment for food and



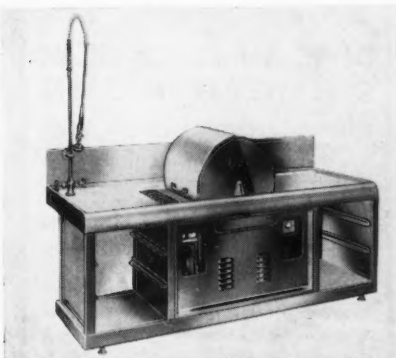
All-in-One Snack Bar

fountain service. It has a soft ice cream freezer for dispensing cones, four milk shake machines, a syrup rail with chocolate pump and four jars, three-pan hot food well, sandwich machine, salad refrigeration compartment, soft drink dispenser, and a cabinet with three sinks. Completely pre-wired, the unit needs only final outlet wiring and simple plumbing connections. It comes complete with signs and a Formica-topped counter available in a number of colors. The food bar is available in standard or custom designs from General Equipment Mfg. & Sales, Inc., Indianapolis.

(For Further Details Circle Index Code 068)

### DISHWASHING STAND

This dishwashing stand, made by Dunhill Food Equipment Co., Brooklyn 5, N. Y., is suitable for small food service operations that use a counter-type dishwashing machine. Constructed of heavy gauge steel with reinforced



For Small Operations

sides and bottom, the stand has work areas finished in stainless steel. The top and splash back is of one-piece stainless construction, recessed at the edges to prevent water spillage. The drain trough is recessed and pitched to carry off water. Bottom of the stand has two dish storage compartments and a removable panel that allows easy access to plumbing and servicing dishwashing machines. Models are

available in two sizes, 26 or 31 in. deep, with working heights of 33 or 36 in., and over-all heights of 40½ or 43½ in. Optional equipment includes sink, bowl and faucet, refuse chute, dipper well, pre-rinse faucet and spray.

(For Further Details Circle Index Code 069)

### SECTIONAL LAB FURNITURE

Sectional laboratory furniture is available for immediate delivery from Laboratory Furniture Co., Inc., Mineola, L.I., N. Y. Constructed of all steel, these Steelab sectionals feature modern lines, ease of maintenance and durability. The new units have many interchangeable features, such as doors that can be replaced with drawers, drawer spaces can be changed into cupboards, and deep drawers can be replaced with shallow drawers. Request catalog No. W-4 and planning kits.

(For Further Details Circle Index Code 070)

### LOW-PRICED FLOOR MACHINE

A new floor machine has been designed for scrubbing and polishing small floor areas, up to 3000 sq. ft., where large, heavy-duty floor machines are not needed. The Super Service Port-Able, model 13, is made by National Super Service Co., Toledo, Ohio. It weighs only 43 pounds, and can be easily pulled or carried up and down stairs. The low-cost machine has a 13-in. brush capacity and is powered by a ½ h.p. motor. It features an adjustable handle that rotates a full 90° and a new cord carrying device. A full line of standard 13-in. brush equipment is available with the unit.

(For Further Details Circle Index Code 071)

(Continued on page 128)

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Day or Anniversary of Ordination. Kindergarten  
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## "Musical Graduation"

As the Diploma March is being  
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for free forty-eight page Catalogue.

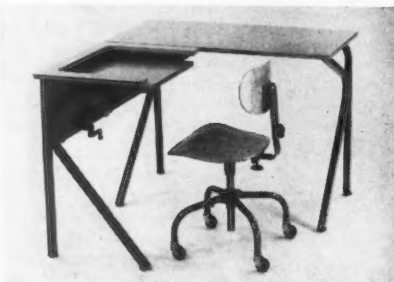
**JANET MOYNAHAN'S PLAYS**  
Fallbrook, California

## New Supplies

(Continued from page 127)

### MODULAR COMMERCIAL DESK

More than 35 modular combinations are possible with the four basic units that comprise the Profession-L "Business Practice" furniture made by Cramer Posture Chair Co., Inc., Kansas City, Kans. With this versatile



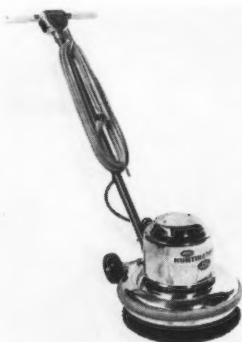
"Utili-Desk" and Typing Unit

furniture one classroom can be equipped for typing, shorthand, bookkeeping, machine practice, and general business classes. The basic unit is the 20 by 40 in. tabletop "Utili-Desk." To this may be added a solid 18 by 24 in. platform or an adjustable typing platform (pictured). The fourth unit is a 20 by 40 in. desk with self-contained, adjustable typing platform. All units are available for left- or right-hand attachment, in 29 or 26 in. heights. Heavy square steel tubing forms the K-shaped frames which allow plenty of knee room. All pieces have birch pattern tops with frames available in a choice of seven decorator colors. Adjustable, cushioned glides on the legs compensate for uneven floors and vibration. Send for illustrated folder.

(For Further Details Circle Index Code 072)

### QUIET FLOOR CARE

A new type of gear reducer makes for the silent operation of the new Model 16E Silent Huntington floor machine. The model has a 16-in. brush diameter, 50 ft. of cable, and



Available in Two Sizes

polish and scrub brushes that are color-coded. Runaways are prevented by a micro-switch which instantly stops the machine when the handle is released. The low-chrome-plated ma-

(Continued on next page)

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**B** IS FOR *Burke*

### THE SAFETY SWINGS

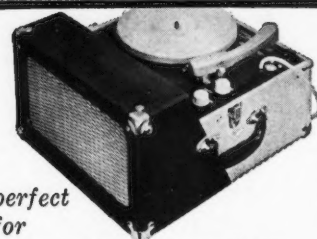
ALL types for ALL ages. Designed for fun. Built for maximum strength and minimum maintenance. Exceed safety standards in every detail. Choose the safest of all. Choose Burke Better Built Swings.

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PLAYGROUND EQUIPMENT

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- Uses the modern advances of descriptive linguistics, but does not burden students with technical terms
- Uses easy humor to heighten interest, help prevent the fear that so often blocks learning
- Leads student to understand Latin the *natural* way by using automatic habits instead of grammatical analysis

**SPECIAL SUMMER SCHOOL METHODS COURSE . . .**  
starting June 22, to be given at Loras College and the Midwest Branch of the Catholic University. For complete information write Rev. C. W. Friedman, Dean of Studies, Loras College, Dubuque, Iowa.

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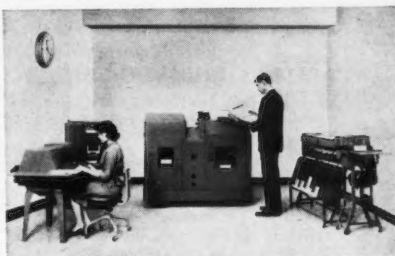
CHICAGO 6 • SAN FRANCISCO 3

chine is powered by a 1/2 h.p. motor. According to the manufacturer, Huntington Laboratories, Inc., Huntington, Ind., the machine is evenly balanced for easy operation. Several kinds of brushes, sanding disks, steelwool pads, etc., are offered at extra cost. A 20-inch model is also available.

(For Further Details Circle Index Code 073)

### SMALL DATA-PROCESSING SYSTEM

A new punched-card data processing system for small offices is offered by Remington Rand, Div., Sperry Rand Corp., New York 10, N. Y. The low-cost system simplifies accounting work. It operates at a speed of 60 cards per



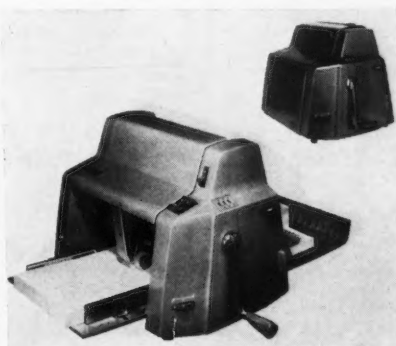
For School Records

minute and can be adjusted for faster performance. The four basic pieces of equipment are: alphabetical punch, sorter, alphabetical tabulator and summary punch, and reproducing punch. Additional units can be ordered if desired. An alphabetical punch records data on large 90-column cards before the card is punched. This provides easy correction of errors and facilitates fast repeat punching. The sorter arranges cards in any desired order. The alphabetical tabulator prints data from punched cards, automatically adding or subtracting and producing totals. The reproduction punch duplicates a card or set of cards. Send for folder U 1638 from the manufacturer.

(For Further Details Circle Index Code 074)

### PASTE-INK MIMEOGRAPH

Printing press quality is possible with a BDC Rex Rotary mimeograph that utilizes twin cylinders and printer's heavy paste ink.



Offers Printing Press Quality

Model M-4H (pictured) is a lower-priced, hand-operated version of the M-4 electric mimeograph, both made by Bohn Duplicator Corp., New York City. In place of the usual perforated drum with liquid ink, the M-4H

(Continued on page 130)

**CORRESPONDING CODE INDEX NUMBERS TO  
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## "We raised \$500 in 6 days this dandy candy way"



**Your school, or any group  
within it, can raise \$300 to  
\$2500 in four to twenty-one  
days selling famous Mason  
10¢ candy bars**

Mail us the coupon below—filled in with your name and address. Mason immediately sends you candy samples without obligation. You don't risk a cent—you pay nothing in advance. We supply on consignment your choice of **NINE VARIETIES** of famous Mason 10¢ Candy Bars, packed 5 bars in each package. The wrapper is printed with your organization's name, picture and signature at no extra charge. You pay 15 days after receipt of candy. Return what you don't sell. Candy is sold at regular retail price. On every box sold you keep \$6.00 and send Mason \$9.00 (66% profit on cost). There's no risk! You can't lose. Mail in coupon today for information about **MASON'S PROTECTED FUND RAISING DRIVES** and samples.



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on your Fund Raising Plan.

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Mason Candies, Inc., Mineola, L. I., N. Y.



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## New Supplies

(Continued from page 129)

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(For Further Details Circle Index Code 075)

### CATALOGS AND BOOKLETS

Mississippi Glass Co., St. Louis 7, Mo., has released catalog 59-G featuring the company's complete line of glass for school room use. Discussions of heat absorption, light transmission, and diffusion qualities are included.

(For Further Details Circle Index Code 076)

A free, illustrated catalog from The Kindt-Collins Co., Cleveland 11, Ohio, describes the firm's 1959 line of pattern shop, foundry, and industrial equipment and supplies.

(For Further Details Circle Index Code 077)

"Bulletin ESL-2047," an illustrated brochure from the Berger Div., Republic Steel Corp., Canton 5, Ohio, is an aid to planning more adequate storage facilities in schools.

(For Further Details Circle Index Code 078)

"Modern Fire Protection for Churches, Schools, Hospitals and Other Institutions" is a four-page folder from American LaFrance division of Sterling Precision Corp., Elmira, N. Y. It illustrates the kinds of fire extinguishers to use in various areas.

(For Further Details Circle Index Code 079)

Supervisors of laboratories in schools and hospitals may be interested in a new 12-page catalog and price list describing Vycor laboratory glassware. Copies are free from Burrell Corp., Pittsburgh 19.

(For Further Details Circle Index Code 080)

Architect's file No. 20-B-1 details the use of metal lath with curtain walls, for ceilings and partitions in schools and commercial buildings. The material is fire- and weather-resistant, and economical to use, according to the Metal Lath Manufacturers Assn., Cleveland 14, Ohio.

(For Further Details Circle Index Code 081)

Several models of Petersen Revolving Tray Ovens for use in school and institutional kitchens are illustrated in a new folder. The ovens are made by Baker Perkins, Inc., Saginaw, Mich.

(For Further Details Circle Index Code 082)

Various types of outdoor grandstand seating, steel or wooden bleachers, portable or permanent models, are detailed in a four-page folder from Winkler Mfg. Co., Inc., Baton Rouge, La.

(For Further Details Circle Index Code 083)

A 20-page, full color catalog presents the 1959 line of vinyl and rubber floor tiles made by B. F. Goodrich Co., Watertown, Mass. Several new styles and colors are announced. This year the firm is celebrating its 35th anniversary.

(For Further Details Circle Index Code 084)

(Concluded on page 132)

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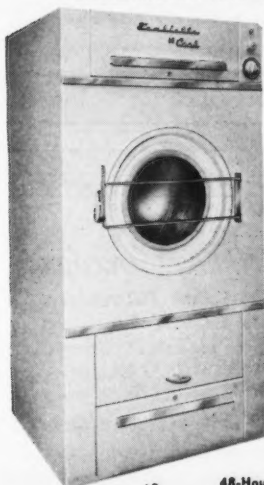
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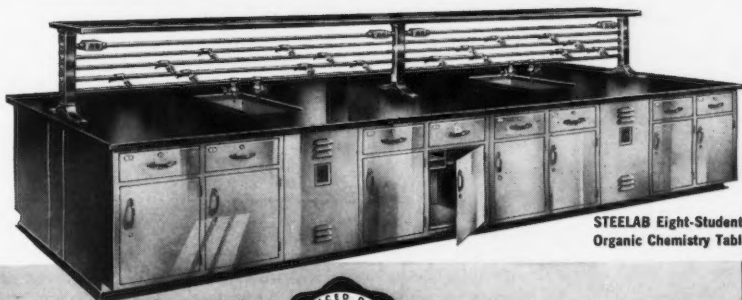
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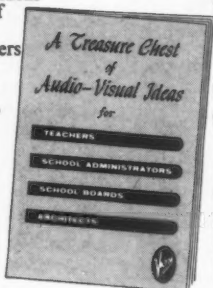
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(For Further Details Circle Index Code 085)

"All Aboard, Mr. Lincoln" is a cartoon booklet, complete with teacher's lesson plan, written for the Lincoln Sesquicentennial. The chronological story emphasizes Lincoln's association with railroads. It is available from the Public Relations Dept., of the Association of American Railroads, Washington 6, D. C.

(For Further Details Circle Index Code 086)

The advantages of an agricultural sales career are explained in the booklet, "There's a Future in Your Farm Background" and a 35mm sound color filmstrip available from National Sales Executives-International, New York City 17. The booklet is sponsored by the Borden Co.; Cooperative Grange League Federation Exchange, Ind.; Deere & Co.; Firestone Tire & Rubber Co.; Goodrich Co.; International Harvester Co.; The Jam Handy Organization; Moorman Mfg. Co.; J. C. Penney Co.; Ralston-Purina Co.; and Tractor and Implement Division of Ford Motor Co.

(For Further Details Circle Index Code 087)

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